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ABSTRACT

Project RICE (Responsive Inner City Education) prepared a cadre of 36 teachers drawn from majority and minority populations in 3 inner-city schools in Buffalo (New York) to complement mastery of subject matter with appropriate pedagogical styles. The project was designed to test the hypothesis that minority students in inner-city schools do not need to be taught by teachers of the same race, ethnicity, or gender to become academically successful. Through inservice and summer workshops, teachers were exposed to the pre-eminence of alienation among the complex factors that largely account for the poor academic performance of minority inner-city students. Preliminary evaluation data from classes of 24 teachers who participated for at least 1 year suggest that teachers who participated in Project RICE tended to be more effective with such students regardless of the racial background of the teacher. Students taught by Project RICE participants displayed significant positive changes in their attendance and achievement in school as well as in their attitudes toward learning. One clear lesson from Project RICE was that different schools have different cultures that affect the ways teachers teach. Another was that majority teachers working with minority students need a nurturing environment to encourage them to approach issues of culturally relevant pedagogy. Projects of this sort need to be expanded to larger institutional objectives to ensure their continuing relevance. It is also suggested that projects of this type give higher education faculty an entree into the school system that is beneficial to both levels of the educational system if conscious efforts are made to conduct most activities in the school system. Three appendixes present data on two of the three participating schools (one high school and one elementary school), the RICE evaluation instruments, and a bibliography of 32 sources. Attachments include press releases and an article by Douglas R. Cochrane, P. Rudy Mattai, and Barbara Huddleston-Mattai titled "Non-College Bound Urban Minority Youth: Issues of Transition." (SLD)

ED 417 253

COVER SHEET
PROJECT RICE
(Responsive Inner City Education)

Grantee Organization:

State University of New York - College at Buffalo
Department of Educational Foundations
1300 Elmwood Avenue
Buffalo, New York 14222-1095

Grant Number: P116B10918

Project Dates:

Starting Date: October 15, 1991
Ending Date: October 14, 1994
Number of Months: 36

Project Director:

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FIPSE Program Officers: Jay Donohue
Joan Straumanis
Charles Storey

Grant Award:		
	Year 1	$56,355.00
	Year 2	$45,524.00
	Year 3	$35,279.00
	Total	$137,158.00

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PROJECT SUMMARY:

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Titles of project reports & associated developments:

(a) Publications:

Cochrane, D., Mattai, P.R., Huddleston-Mattai, B.A. Urban minority non-college bound youth: Issues of transition, in Pautler, A., High school students and their transition to employment. Prakken, 1994.

Phelps, S., Alverman, D. Content area reading: Succeeding in diverse classrooms. 1994. Allyn & Bacon.

Mattai, P.R. Readdressing the issues of equity and diversity in academia: The need for systemic institutional changes, in Mkwanazi, Z., Cross, M., The dialectic of unity and diversity in education: Its implications for a national curriculum in South Africa. (Forthcoming).

(b) Associated Developments:

A Consortium on Urban Issues in transition to a Center for Multidisciplinary Applied Research in Urban Issues. This center will provide a major source of causing the articulated Urban Mission of SUCB to become manifest.

The First National Conference on Urban Issues, Hyatt Regency Hotel, Buffalo, New York, November 11-14, 1994 and now to be an annual event.

Curricular development producing two courses,**viz**., EDF 200:Introduction to Inner City Education (Undergrad.), & EDF 686:Seminar in Inner City Education(Grad.).

Secured a grant from The U.S. Department of Education under the Mentorship and Literacy Program, Project SHARE (Providing Holistic Assistance in Realizing Excellence), which established a Mentorship Program in the three selected schools.

Provided support for the Prevention Resources Center, SUCB, in establishing the Families United Project, a coordinated intervention program designed to reduce mental health, physical health, and social costs of teenage pregnancy at Grover Cleveland High School where the tennage prenancy that resulted in "live births" was higher than the national average.

EXECUTIVE SUMMARY:
PROJECT RICE
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A. Project Overview:

Project Rice prepared a cadre of thirty-six teachers, drawn from among majority and minority populations, in three inner city schools in the City of Buffalo, New York to complement mastery of subject matter with appropriate pedagogical styles. Through a series of inservice and summer workshops, teachers were exposed to the preeminence of alienation among the complexity of factors that largely account for minority, inner-city students poor performance in school and ways in which such performance may improve. Preliminary evaluation data suggest that teachers who participated in Project Rice tended to be more effective with such students regardless of the racial background of the teacher. Students taught by such teachers displayed significant positive changes in their attendance and achievement in school as well as their attitudes toward learning.

B. Purpose:

This grant was developed to improve the conditions of inner city schools so that traditionally underrepresented minority students become less alienated and "at risk" of dropping out of school.

C. Background & Origins:

Increasing the understanding and sensitivity of faculty and staff to students of cultural difference prevalent in inner city schools is vital to reducing the risk of "dropping out" among such students. However, given the perennial shortage of minority teachers both nationally and locally, Project RICE was designed to test the hypothesis that inner-city schools and their minority students do not need to be taught by same race/ethnicity, gender teachers to become academically successful. Three schools in Buffalo, New York - Grover Cleveland High School and two elementary schools, School #53 and Futures Academy were included in the proposal. Three criteria were used to select these schools: first they already had a relationship with SUCB through the Liberty Partnership Program, secondly, these schools have a high percentage (10 to 48 percentage points over the district average) of at least 60% to 98%

underrepresented minorities in their student population, and finally they all have a high proportion (32 to 51 percentage points over the district average) of students whose family's main source of support is a public welfare program.

D. Project Descriptions:

Project RICE had two main goals:

- to increase the awareness and sensitivity of both majority and minority teachers to multicultural/multiethnic issues that affect the success of inner city school programs, and;
- to demonstrate that these same teachers, with their improved awareness and sensitivity can, in serving traditionally underrepresented minorities, positively affect the academic achievement and social behavior of these students.

Each year, for the first two years of the grant, 12 teachers, four from each of three target schools, were chosen by the school principal and the director of Project Rice. Each school provided matched pairs of teachers, two minority and two majority, to take part in the three week summer training session and ensuing school year activities. This pattern was repeated for each of the first two years, so that at the conclusion of the project 12 teachers in each school - a total of 24 - participated in Project RICE for a minimum of one year. Project RICE teachers have also actively volunteered to work on a Consortium on Urban Issues goals beyond their commitment to Project RICE.

E. Evaluation/Project Results:

A pretest-posttest comparison group design that included different perspectives is summarized in the evaluation section of this report. Efficiency of design was built into the study by using most of the measures for formative and process, as well as the summative evaluation. Student data were collected from a treatment group and a comparison group. Comparison group students were to be selected from the same school and was to be matched on race, gender, grade level, age, and reading level. The schedule for data collection varied, depending on the measurement, but assessments were made during each of the three years the program was conducted. Changes occurred in this design primarily because there were expanded involvement with organizations, personalities, and funding sources which helped the project to operationalize the mbitious goals of the project but also dictated different evaluative processes. In addition, perfecuy matched comparison groups of students based on race/ethnicity, gender, grade level, age, and reading level were not possible due to the number of students available in each school. Comparison groups also varied between schools depending on the specifics of the school programs affecting data Project RICE engendered several, but unexpected, outcomes. These serendipitous events greatly enhanced the overall significance of the project. In the second year (1992-93) the Director created The Consortium on Urban Issues, an interdisciplinary effort between college, school and business which brought together a group of faculty, staff and administrators/managers from SUCB, Grover Cleveland High School, and Fleet Bank. This activity was related to the project goal of improving the educational program at Grover Cleveland High School one of the three inner city target schools. A model program, Families United, aimed at addressing the family health needs of pregnant teenagers who are students at that school is musrooming and has recently been funded to the tune of over 1.5 million dollars. Futures Academy, one of the elementary schools, developed a multicultural program throughout the school using participants of Project

Rice as "consultants" to other teachers within the school. Additionally, a team of teachers from the Elementry & Reading Department and the Exceptional Education Department at SUCB are currently engaged in a professional development school exercise at Futures Academy. School 53 is now the site for a "full-service" school and the Project Director of Project Rice now teaches both a graduate and undergraduate course in that school. The Consortium on Urban Issues is in transition to a Center for Multidisciplinary Applied Research in Urban Issues and the tradition of an annual National Conference on Urban Issues has been started. The development of the Center for Multidisciplinary Applied Research in Urban Issues guarantees, in a way, the continuation of Project RICE even though one may argue that the factors that drove RICE into existence has undergone so much transformation that those factors are miniscule. It is strongly felt that the additional activities of this project provided the edge for success. These activities provided support and on-going involvement in the schools for the FIPSE RICE teachers and demonstrated a broad and holistic approach to the solution of systemic problems in inner-city schools. The strength of the planning and implementation is that, in spite of the many changes, the goals were reached and a significant difference made.

F. Summary & Conclusions:

There are a number of "lessons to be learnt" from this project. First, we entered into this project with three schools that we thought had much in common primarily because of the socio-economic and racial/ethnic mix of the predominant student body. We soon learnt that each school had a very different "culture" and we had to take time to understand their individual idiosyncracy. In fact, the very way in which each one has had a very different take-off from the grant activity is indicative of that different "culture". Second, that majority teachers working among minority populations experience some degree of alienation despite their numbers and, consequently, would rather not approach issues of "culturally relevant pedagogy" unless they are assured of a nurturing environment that will permit them to do so. Third, the goals and objectives of such a project must necessarily be expanded to larger, longterm institutional objectives or such a project will only be seen as another "grant activity" that will only last as long as the funding is available. Fourth, that projects such as this one will give higher education faculty an entre into the school system that is mutually beneficial to both levels of the educational system only if conscious efforts are made by the former to physically conduct most of the activities in the domain of the latter.

Body of Report:

PROJECT RICE
(Responsive Inner City Education)

Grantee Organization:

State University of New York - College at Buffalo
Department of Educational Foundations
1300 Elmwood Avenue
Buffalo, New York 14222-1095

Project Director:

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A. Project Overview:

Project RICE grew out of three primary factors, **viz**., a review of the literature on the inverse relationship of the increasing presence of traditionally underrepresented minorities (hereafter referred to as minorities) with a high failure rate in the classroom and a decreasing presence of minority teachers in such classrooms; that there is no compelling evidence which suggests that academic achievement is positively corellated with same race and ethnic backgrounds of student and teacher; and, that teachers and students are components of each other's perceptions of, and action on, the social environment of the school and that these joint perceptions of teacher and child must be understood and analyzed as a unitary segment of experience.

Project Rice prepared a cadre of thirty-six teachers, drawn from among majority and minority populations, in three inner city schools in the City of Buffalo, New York to complement mastery of subject matter with appropriate pedagogical styles. Through a series of inservice and summer workshops, teachers were exposed to the preeminence of alienation among the complexity of factors that largely account for minority, inner-city students poor performance in school and ways in which such performance may improve. Preliminary evaluation data suggest that teachers who participated in Project Rice tended to be more effective with such students regardless of the racial background of the teacher.

Students taught by such teachers displayed significant positive changes in their attendance and achievement in school as well as their attitudes toward learning.

B. Purpose:

An ERIC search and a review of selected current journals (1993-1994) finds continued support and enhancement for the rationale initially developed. While the number of traditionally underrepresented minority students in our classrooms continues to grow, the number of minority teachers has diminished. In 1970, minority teachers were 12% of

elementary and secondary teachers. However, a report prepared for the National Governors Association (Buffalo News, 11/17/88) estimated that this number will dwindle to 5% in the early 1990's. Another report, The Status of the American Public School Teacher, 1985-86, suggested that only one student in 20 will have an African American teacher in his/her formal education experience (Genevie & Zhao, 1989). In 1991 8% of the American teacher population were African American (NEA, 1991), an improvement over these predictions, yet still representing a dramatic and continuing shortage that is not anticipated to be alleviated (King, 1993; Dillard, 1994). This lack of role models will have enormous consequences for majority and minority students, but will be most detrimental for minority students.

The rise in numbers of traditionally underrepresented minority students at a time when teachers of similar race/ethnicity are decreasing has serious implications. Minority students are greatly overrepresented in the population of "at-risk" students who manifest high drop-out rates and school failure. A large body of literature, (Atkinson, Morten, & Sue, 1979; Banks, 1981; Bell, 1975; Berlowitz, 1984; Blauner, 1972; Bonacich, 1980; Bowles & Gintis, 1976; Carnoy, 1974; Edari, 1984; Jajubowicz, 1985; Jensen, 1981; Moynihan, 1965; Nkomo, 1984; Ogbu, 1978; Reomer, 1979; et al) documents the educational difficulties experienced by traditionally underrepresented minority students. This literature describes the drop-out syndrome as being complicated and ascribes much of the responsibility to structural societal dysfunction. Alienation is considered to be a major element in this syndrome (Cervantes, 1965; Combs & Cooley, 1968; Ekstrom, Goertz, Pollack, & Rock, 1986; Wehlage, et. al., 1989; Wies, 1985; (et. al.). This alienation is associated with the lack of majority or minority teachers who are sensitized to the needs of these students. This lack of attuned teachers has created an educational environment in which minority students will experience a negative relationship in the social bonding with school, teachers, and peers. The result is the physical absence and emotional deficit of students who are culturally "out of sync" with their teachers and vice-versa. This phenomenon creates a fertile field for conflict, hostility and mistrust. Consequently many minorities feel that behaviors associated with the majority culture are inappropriate for them. Unhappily, many teachers who are reluctant to address these issues reinforce these feelings. Project RICE was developed with the firm belief that our schools must make committed efforts to rectify this negative, alienating situation.

Several studies of the effects of research oriented urban, multi-cultural education coursework combined with fieldwork, clearly define the effectiveness of urban course work being used in conjunction with minority and poor urban student contact to reduce negative stereotypes and associated feelings in teachers in-training (Bondy, Schmitz, & Johnson, 1993; Bondy & Schmitz, 1991). Contact with poor and minority students needs to be accompanied by mechanisms that provide a clear and supportive context for student teachers to interpret their experiences (Bondy, Schmitz, & Johnson, 1993; Grant & Secada, 1990).

Urban areas with large concentrations of traditionally underrepresented minority populations are the most susceptible to this problem of alienation and negativity. In 25 of the largest American cities over half of the public school students fall within this group. By the year 2000, about 42% of all public school students will be either minority or poor, - two characteristics which typify "at-risk" students (American Council on Education and Education Commission of the States, 1988, p.2). Unfortunately, too few minorities select teaching as a viable career option (Middleton, Mason, Barbard, and Bickel, 1989, and; Alexandra Astin,

The Black Undergraduate: Current Status and Trends in the Characteristics of Freshman, in Higher Education and National Affairs, ACE, November 5, 1990). This is becoming increasingly true of African American women, who traditionally comprised the largest proportion of the African American teaching profession (King, 1993).

Four main factors contribute to the diminishing presence of minority teachers in the classroom (Baratz, 1986; Genevie, & Zhao, 1989; 1986; King, 1993; Rodman, 1985; Schuman, 1990; Webb, 1986; and Witty, 1982).

- The number of minority youths who enroll in, and complete college has declined;
- The number of career choices for women and minorities has increased;
- dissatisfaction with the teaching profession as a career has increased;
- competency testing has a dilatory effect on enrollments.

Project RICE was developed and funded for two reasons. First, at present there is no reasonable expectation that the system can provide enough minority teachers to meet the needs of minority students. Secondly, there is no indication that only minority teachers can satisfy the needs of traditionally underrepresented students. As for the first concern, African American students (9.2% in college, 5.7% of all bachelor degrees awarded) and Latino students (5.3% in college, 2.7% of all bachelor degrees awarded) proportionally are less enrolled in college and are awarded fewer bachelor degrees than Euro-American students (79% in college, 87.5% of all bachelor degrees awarded). Even if all minorities who earn degrees chose education, there would be too few minority teachers to meet demand. The second reason for supporting Project RICE stems from examining the need for more minority teachers. No evidence exists in the literature that shows minority students learn more from minority teachers (King, 1993; Dillard, 1994). Abundant evidence supports the thesis that teacher and student are a part of each others perception of and activity within the social environment of the school. Through these interrelationships of attitudes, perceptions, etc., that achievement (or lack of achievement) are influenced. The relevant conclusion is that the success of traditionally underrepresented students is based on the creation of environments conducive to their academic success. This environment must be free of conflict, hostility, and distrust, a state which depends on both majority and minority teachers.

While one may rationally take these positions, there are a number of practical (political?) issues that one must be aware of as one addresses such issues. First, there tends to be a sense of mistrust by minority persons for those who present such arguments particularly in areas where there is still a court desegregation order pending and where there is not a racial balance on the faculties in the institutions under such a court order. Second, such arguments may also be misused by majority persons who oppose attempts to introduce culturally relevant pedagogy arguing istead that since there is no supporting evidence for efficacy based on same race/ethnicity, there is no validity in efficacy based on culturally relevant pedagogy.

C. Background & Origins:

In Buffalo, minorities are 58% of the 46,500 public school student population. A 1976 court ordered desegregation plan received national attention for its success in integrating many of the cities schools. However, five high schools and 10 elementary schools are racially imbalanced according to the court's guidelines. This is largely due to the continuing exodus

of majority students from the city schools. This trend has been ongoing since the 1940's and 50's. There are now 59% fewer whites in the city schools than there were 20 years ago. As currently as 1990 only 14% of the teachers were classified as minority and a 1976 court order to increase minority teachers to 21% is still in effect. The affirmative action director for the Buffalo Schools describes a fierce competition for minority teachers. Efforts to increase the population of minority teachers, which includes annual spending of tens of thousands of dollars on advertising as far away as Puerto Rico and New Mexico, has been relatively unsuccessful.

This project, therefore, was designed to address the interrelated problems of disenfranchised students and the lack of teachers who are empathetic towards minority students by creating in each of the three targeted schools, equally balanced teams of sensitized minority and majority teachers who are prepared to teach minority students.

The project was especially important to the mission and effectiveness of the college's educational program. SUNY- College at Buffalo (SUCB) is the largest teacher preparation institution in Western New York, each year graduating more teachers than the other 13 area colleges and universities combined. It is estimated that 90 percent of all elementary and secondary school teachers in Western New York received all or part of their training at the college.

Over 3,500 students are currently enrolled in our undergraduate teacher preparation programs and 700 students in the graduate teacher preparation programs. Despite intensified minority recruitment efforts, especially during the past three years preceding the awarding of this grant, these students remain greatly underrepresented in both the college's undergraduate and graduate teacher preparation programs. Currently, minority students comprise only 3.9 percent of declared majors in the undergraduate education programs and 4.1 percent of majors at the graduate level. Furthermore, the attrition rate of traditionally underrepresented minorities in the education programs far exceeds that of majority students. Nonetheless, SUCB is committed to preparing teachers that are well-equipped to deal with the culturally diverse classroom.

Past efforts to address the problem culminated with the initiation of the college's Teacher Opportunity Corps (TOC) program in 1987. The primary intent of this program is to attract and retain minority students in teacher education programs. TOC focuses on recruitment, providing the students support and incentives to graduate, and preparing them to teach "at-risk" students by means of internships and special coursework. While TOC has been successful in increasing the number of minorities in teacher education, it is limited in scope in two important ways: (1) it does not make a concerted effort to prepare majority teachers to better teach the traditionally underrepresented minority population, and (2) it is not able to conduct an inservice program under the program regulations.

A related program operated by SUCB to address the problem is the Stay in School Partnership Program. This program is a collaborative program between SUCB and a public high school which is completing its fifth year of providing support services and compensatory activities designed to reduce the dropout rate of public high school pupils. Part of the comprehensive program involves the participation of school teachers in a series of workshops and training sessions in multicultural education to gain increased awareness and sensitivity of multicultural aspects. The intent is that teacher participants will modify their instructional

techniques in ways that will improve their teaching abilities and creativity to increase the student learning of "at-risk" students. Limitations of this program are: (1) it can only serve eight teachers per year in a single school building, and (2) program regulations do not allow the program to conduct a preservice component.

The State University College in espousing an Urban Mission, committed itself in working with inner city institutions, primarily educational institutions. It was willing, therefore, to commit itself in pursuing whatever outcomes this project had that enabled it in fulfilling the tenets contained in its articulated Urban Mission.

D. Project Description:

The project had two major goals with several objectives:

Goal 1 **- To increase the awareness and sensitivity of majority and minority teachers regarding multicultural/multiethnic aspects which impact on successful inner city school programs.**

Objectives - As a result of project activities, 36 teachers and 54 teachers-in-training, will:

- understand the needs of students in schools with high proportions of traditionally underrepresented minority and "at risk" students.
- improve their ability to accommodate to the cultural differences in learning styles of minority groups.
- create a classroom environment maximally free of conflict, hostility and distrust.
- redefine ways in which they interact with students and the communities in which schools are located.
- experience lower frustration levels by being better able to understand the students and thereby better impart knowledge to them.

Goal 2 **- To demonstrate that teachers (majority and minority) who are prepared to serve traditionally underrepresented minorities can positively affect the academic achievement and social behavior of these students.**

Objectives - As a result of the teacher training activities, students will:

- develop positive self-esteem.
- engage in classroom activities more frequently and in more positive ways.
- improve their social acceptance by peers and school personnel.
- improve their general classroom behavior.
- earn higher grades in their academic subjects.
- remain in school longer with higher rates of graduation.
- be motivated by the role models to consider teaching as a viable career choice.

It was projected that <u>in the first year of this grant</u>, the following major activities would be accomplished: development and preparation of a) curricular materials to be used in the project; b) creation and organization of selection committees for both student and teacher participants; c) the choosing of consultants to work with the program; d) initial preparation of the first intake of student and teacher participants.

(a) Curricular material: Two of the three courses, viz. EDF 200: "Introduction to Inner City Education" and EDF 686: "Seminar in Inner City Education" were fully developed, having

successfully been cleared through appropriate campus curriculum committees. EDF 696: "The Social Psychology of the Minority Child: African American, Latino, and Native American Perspectives" has evolved from literature reviews and with the help of Project RICE consultants who taught the three week summer in-service teacher training of the same title. While this course has not been through the institutional curriculum process, several activites related to its inclusion in the College Student Personnel and Administration (CSPA) graduate program housed in the department of Educational Foundations are in progress. First the CSPA program has made a commitment to include this course in its program when it is approved. To that end the Department of Educational Foundations acquired another faculty line through a special State University of New York Chancellor's Initiative which is specifically geared towards attracting minority faculty members. The search process for that line was succesfully completed with an anticipated startup date of Spring 1995.

(b) Participant selection process: A committee was established to select both student and teacher participants on schedule in year one. Initially, student selection for the summer program was forestalled due to low key involvement of Liberty Partnership in the recruitment process and the subsequent difficulty of attracting education majors to a three week summer program. When the teacher selection committee was formed, it did not involve the principals in each school to have some control of the choice of participants. This omission was corrected because the principals had high expectations for Project RICE and they wanted to be assured that participants understood the mission of their schools. With the principals involved in selecting candidates, the project was assured of strong school level support and the continued involvement of teachers. Year one teachers have continued their involvement in numerous ways to this date.

In year one the project was unable to recruit two Hispanic/Latino and the Native American teachers. This occurred because of the small number of teachers from these ethnic groups in the Buffalo School system. Consequently, African Americans filled these minority vacancies, maintaining the appropriate minority/majority mix.

(c) Selection of consultants: In both year one and year two a combination of consultants from Buffalo and Western New York area were used in the summer training program, rather than three nationally recognized consultants as was suggested in the proposal. This was done to contain cost. We also felt that the local talent pool was sufficiently competent to conduct high quality effective training. In year one six consultants, two external and four internal, were used. The additional use of internal consultants provided support and continuity through the term of the project and the duration of the school year.

(d) Preparation for first programs: Office systems were developed and automated. Program materials, opening and closing ceremonies with invitations and catering, travel arrangements and schedules, site preparation, database and computer support, all were developed and implemented well.

Year Two - <u>As of year two</u> it was projected that there would be:

- consolidation of partnerships established in year one of the project among SUCB, the three target schools, Liberty Partnership Program, TOC, and the communities in which the schools were located;
- the initial development of an internship and mentoring component involving BSC students;
- more involvement with inservice training programs at the selected schools;
- a more indepth evaluation process;

- continued and more varied efforts at disseminating information on the project.

(a) Consolidation of partnerships: New activities were generated during the second year of Project RICE. These new activities, primarily developed through and with the Consortium on Urban Issues, created bridges and partnerships with SUCB, the three inner city schools, and the community in which the school are located. The Liberty Partnership Program and TOC, as discussed earlier in the year one evaluation, did not become involved in Project RICE and its offshoots.
(b) Internship and mentoring: A two-year mentorship program, Project SHARE, was funded by the U.S. Department of Education and initiated in 1993 utilizing SUCB students and Project RICE schools. SUCB students in three sections of EDF 203 School in Society and two sections of an introductory Social Work course, were given the opportunity to volunteer for Project SHARE as mentors at Grover Cleveland High School. Approximately 75 undergraduate SUCB students participated in the initial semester. They provided both tutoring and mentoring for GCHS students in grades nine and ten, all of whom were involved in a new mastery learning program at GCHS. During the second year of the mastery learning program grade 9 and 10 were included. Tutoring was a major problem for the new mastery learning program so tutoring was used as the focus for the mentoring experience.
(c) Inservice training programs: FIPSE RICE teachers have implemented at least three training programs in each school, and in at least one school a FIPSE RICE teacher has been responsible for a series of ongoing training programs. The Consortium has finished the first of a two part curriculum content/delivery faculty training at Grover Cleveland High School involving 15 teachers, computers, student centered and multimedia oriented curriculum training and development. Teachers in the program received new Macintosh computers for their classrooms. The first 12 sessions were completed with each teacher having developed and implemented a unit of study based on the training. Half of these teachers continued computer training which involved the development of hypercard multimedia curriculum. These teachers were assisted in completing of their final curriculum products by a group of SUCB graduate students who developed this curriculum as master's projects.
(d) Indepth evaluation: Participating teachers identified students from the three target schools. These students were tracked for two years in regards to their grades, attendance, and discipline reports. These students, as well as a comparison group, also completed a series of surveys to evaluate their attitudes toward racial and ethnic difference, as well as any changes that may have occurred as a result of Project RICE.
(e) Dissemination of FIPSE Project RICE information: Three pieces have been published as a result of work on Project RICE (see below) and further publications will be developed. A SUCB sponsored national conference on Urban Issues was held in the fall of 1994 and the project director has actively presented at national and international conferences.

Cochrane, D., Mattai, P.R., Huddleston-Mattai, B.A. Urban minority non-college bound youth: Issues of transition, in Pautler, A., High school students and their transition to Employment. (Prakken, 1994).

Phelphs, S., Alverman, D. Content area reading: Succeeding in diverse classrooms. 1994. Allyn & Bacon.

Mattai, P.R. Readdressing the issues of equity and diversity in academia: The need for systemic institutional changes, in Mkwanazi, Z., Cross, M., The dialectic of unity and diversity in education: Its implications for a national curriculum in South Africa. (Forthcoming).

To facilitate goal one and its objectives, Project RICE implemented school year activities for involved teachers, including inservice training. Below is a description of those activities actually conducted.
(f) Continuing Activity: Projected aims of Project RICE was to have participants return to their home schools to provide in-service training for faculty and staff. In year one the three schools and the FIPSE Project RICE teachers complied in the following manner.

- At Future's Academy, participants were named as consultants in the area of cultural diversity to the other faculty members. They provided regular in-service training to other faculty members and served as advisors to the administration of the school in their attempt to provide a new multicultural approach to educational delivery. This multicultural agenda at Futures Academy has continued and is implemented throughout the school.
- At School 53, participants provided leadership in executing a grant that transformed the school into a community school. A FIPSE Project RICE participant at School 53 was named teacher of the year for the Buffalo School system, in the fall of 1993, for her leadership and involvement.
- At Grover Cleveland High School, all the participants were appointed by the principal to committees working with the Consortium on Urban Issues with the purpose of restructuring of the school. The Consortium will be discussed in more detail later in this section.

A monthly dinner meeting provided feedback, discussion, and guidance in support of the continuation of activities begun in the summer in-service training. During this session participants shared current activities, planned for the future, and allowed the director to remain in contact and to assess the impact of Project RICE throughout this first year. These meetings were videotaped with the intent of creating a documentary.
Of particular importance to this project and its evaluation are the additional activities engendered in an effort to realize and institutionalize the broad goals of this grant. The following sub-section outlines those additional activities.

New Activities - FIPSE Project RICE was instrumental in developing a number of significant activities that had a noticeable impact on the SUCB campus and the school and business community in the City of Buffalo. These activities were implemented to (a) integrate SUCB with the Buffalo public schools involved with FIPSE Project RICE; (b) provide a framework for collaboration between SUCB, the involved Buffalo public schools, and the business community for the purpose of restructuring inner city schooling; c) develop initiatives to address minority issues within the Project RICE inner city schools.
(a) The integration of college and school: Project RICE has been instrumental in bringing SUCB into the inner city public schools. Currently, three sections of EDF 203: School and Society, an undergraduate course required of all education majors, has been taught in each target school and

students, 90 percent of whom are white suburbanites who seldom interact with minority persons, work closely with participants of Project RICE. In the fall semester and this spring semester, 1993-1994, EDF 500: "Multicultural Education," a graduate course, was and is being taught at School #53. This spring, 1993-1994, the first section of EDF 200 "Introduction to Inner City Education," a course specifically developed for FIPSE Project RICE, is being taught in the Project RICE schools. These changes provided an opportunity for students who are primarily white, middle-class suburbanites, to integrate theory and practice. Undergraduates are required to do case studies of minority students drawn from lower, socio-economic settings to help them experience the realities of educational activities in the inner city. In graduate classes, students physically interacted with residents from the inner city, helping them understand the constraints involved in providing educational services in an urban environment. In addition, teacher participants have been meaningfully involved in teacher preparation with a curriculum that is positively influenced by all levels of these educational institutions.

(b) A framework for school reform: The Consortium on Urban Issues was developed to provide a collaborative framework that included the public school, the Buffalo business community, and SUCB, under the leadership of the program director. This collaboration focused additional resources on restructuring the school. Grover Cleveland High School, Futures Academy, and School 53 are undergoing a restructuring now. Significant funding for the work of the Consortium was acquired from various sources including Fleet Bank, the Wendt Foundation, General Mills, and the United States Department of Education. Ongoing funding was initially arranged internally through SUCB's Research Foundation. All participants of the first summer institute, as well as three consultants of that institute, are actively involved in the work of the consortium. The consortium is comprised of 18 faculty members from SUCB drawn from across the disciplines and professions, 18 faculty members and administration from Grover Cleveland High School, and 10 senior executives from Fleet Bank, one of the ten largest Banks in the U.S.A.

(c) Continued initiatives: Several projects were funded through the Consortium as a result of FIPSE Project RICE. There is a continued effort to develop grants that would stimulate reform within these Project RICE schools.

The Mott Foundation funded a pilot program, Families United, a coordinated intervention designed to reduce the mental health, physical health, and social costs of teenage pregnancy at Grover Cleveland High School. During the 1991-1992 academic year, there were 81 live births to students of that school. The successful conclusion to this pilot program included another year of funding sponsored by General Mills with a commitment from SUCB for 3 years of institutional support. The National Institute of Mental Health is currently sponsoring significant multiyear funding. This project is directed by Dr. Christopher Blodgett, Executive Director of the Prevention Resources Center and a faculty member of SUCB. The Consortium on Urban Issues provided strong support for Dr. Blodgett's effort at Grover Cleveland High School - one of Project RICE's sites.

Project SHARE, a mentoring corps, funded by the US Department of Education, was also situated at Grover Cleveland High School. A total of 63 education majors and 12 social work students participated in training and mentoring as part of their course work.

E. Evaluation/Project Results:

A pretest-posttest comparison group design that included different perspectives is summarized in this evaluation. Efficiency of design was built into the study by using most of the measures for formative

and process, as well as the summative evaluation.

Student data was collected from a treatment group and a comparison group. Comparison group students were to be selected from the same school and was to be matched on race, gender, grade level, age, and reading level. The schedule for data collection varied, depending on the measurement, but assessments were to be made during each of the three years the program was conducted. Changes occurred in this design and are discussed in the last sub-section and summarized in Table H.

Results

Grover Cleveland High School

Data Summary and Analysis

(a) Teacher Attitudes Toward Students (1992-1993): A rating scale was developed to assess the school-related attitudes of the treatment and comparison groups. The first step in developing the scale included a comprehensive literature review to identify behaviors that correlated significantly with student achievement. The scale (see appendix) that was developed included 24 attitudinal items and 5 demographic questions. This scale was completed by 9 teachers who rated 50 treatment and 128 comparison group students on a pre-posttest basis.

Tables A and B below summarize the findings on teacher attitudes toward students.

Tables A and B present the attitude measures on which the two groups differed significantly. These attitude measures are categorized into two areas:

Academic Measures: behaviors directly related to classroom performance;

Social Measures: personal and interactive behaviors related to classroom performance including ethnic and racial relations.

Table A

Attitude Measures Favoring Treatment Group

Academic Measures

Measures	Treated N	Untreated N	Z-Score
Attempts to do work thoroughly and well.	3.3200 (50)	2.8984 (128)	1.6689*
Participates actively in discussions	3.3200 (50)	2.7656 (128)	2.4642**
Does more than just the assigned work	2.6600 (50)	2.3125 (128)	1.6767*
Loses, forgets, or misplaces materials	2.3400 (50)	3.0469 (128)	3.2164**
Prefers to do easy problems rather than hard ones	3.0000 (50)	3.6719 (128)	3.1313**
Raises his or her hand to	3.3600 (50)	2.9219 (128)	1.8421*

answer a question or volunteer information					
Engages the teacher in conversation about subject matter before & after class	3.1400	(50)	2.3047	(128)	4.0757**
Is easily frustrated and discouraged when obstacles are encountered	2.4200	(50)	3.1016	(128)	2.9181**

Social Measures

	Treated		Untreated		
Measures	Mean	N	Mean	N	Z Score
Has parents who respond constructively to teacher concerns	3.1000	(50)	2.6016	(128)	2.3839**
Criticizes peers who do well in school	2.0000	(50)	2.3828	(128)	1.9565*
Works best with students with the same ethnic background	2.7800	(50)	3.3125	(128)	2.4349**
Talks with classmates too much	2.5000	(50)	3.0313	(128)	2.1328**
Is more comfortable with students from his/her ethnic background	2.8400	(50)	3.7344	(128)	4.1377**

** < .05

* < .10

Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N>29. Sample size varies throughout this appendix.

Table B summarizes the results that favor the comparison group.

Table B

Attitude Measures Favoring Comparison Group

Academic Measures

Measures	Treated Mean	N	Untreated Mean	N	Z Score
Thinks that school is important	2.7600	(50)	3.3672	(128)	2.3645**
Makes friends easily	2.8000	(50)	3.6641	(128)	3.7794**
Has the intellectual potential required to succeed academically	3.3000	(50)	3.8281	(128)	2.6317**
Pays attention in class	2.7600	(50)	3.3281	(128)	2.4156**
Is prepared for the school day	2.8200	(50)	3.4844	(128)	2.7284**
Motivation and interest required to do well in school	2.6800	(50)	3.2656	(128)	2.3770**

Social Measures

Measures	Treated Mean	N	Untreated Mean	N	Z Score
Makes friends easily	2.8000	(50)	3.6641	(128)	3.7794**
Works well with other children	2.6400	(50)	3.7031	(128)	4.4939**
Makes friends with students from different ethnic backgrounds	3.1600	(50)	3.8672	(128)	3.4111**

** < .05

* < .10

Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N>29. Sample size varies throughout these tables and appendix.

(b) Attendance and Achievement (1992-1993): Clearly, the treatment group made greater gains in a larger number of attitudinal items than the comparison group (8 vs. 5 in the academic area and 5 vs. 3

in the social area). This implies that students involved in the Project RICE treatment were somewhat superior to the comparison group. These differences are more significant when we recognize that Grover Cleveland High School has a substantial number of interventions designed to enhance the performance of low-achieving youngsters. Consequently, the treatment group students also participated in compensatory programs in which Project RICE student were not involved. In addition, since the scale was administered only six months after the project had begun, it seems reasonable to conclude that these gains increased as the project continued.

Table C presents additional evidence to support the conclusion that Project RICE students performed better than the comparison group. This table summarizes specific academic and attendance areas on which the two groups differed significantly. Note that Project RICE students performed more effectively in all areas with the exception of the 10 week grade for Spanish (a measure that included only 4 treatment group students). It is particularly important to note that Project RICE students significantly out-performed the comparison group on absences and latenesses attending almost two weeks more than the comparison group. Children cannot learn well in school if they do not attend class.

Table C summarizes the academic and attendance results that favor both the comparison and treatment groups.

Table C

1992-1993 Academic Year Data

Academic and Attendance Results Favoring Treated Group

		Treated		Untreated		
Category	Measure	Mean	N	Mean	N	Z Score
Attendance	Absences	16.1765	(17)	25.2754	(69)	2.5268**
	Latenesses	6.6471	(17)	13.2754	(69)	2.0742**
Soc Stud (10 week)		89.0000	(13)	84.0556	(36)	2.4258**
Week 10 Overall		82.1771	(17)	74.7316	(68)	3.5207**
Pass/Fail	English	1.8235	(17)	1.4118	(68)	3.7417**
	Spanish	2.0000	(3)	1.5161	(31)	5.3910**

Academic and Attendance Results Favoring Comparison Group

		Treated		Untreated		
Category	Measure	Mean	N	Mean	N	Z Score
Spanish (10 week)		70.2500	(4)	82.5000	(16)	3.6172**

** < .05

* < .10

Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N>29. Sample size varies throughout this appendix.

PUBLIC SCHOOL #53

Data Summary and Analysis

(a) Student Attitude Survey (Years 1 & 2 combined): A rating scale was developed to assess the school-related attitudes of students in the treatment and comparison groups. The first step in developing the scale included a comprehensive literature review to identify behaviors that correlated significantly with student achievement. The scale (see appendix) that was developed included 24 attitudinal items and 5 demographic questions. This scale was completed by 110 treated students and 104 comparison group students on a pre-posttest basis.

Tables D presents the attitude measures on which the two groups differed significantly. These attitude measures are categorized into two areas:

Academic Measures: behaviors directly related to classroom performance;

Social Measures: personal and interactive behaviors related to classroom performance including ethnic and racial relations.

Table D contains the survey results based on student self-ratings for the first two years of the project -- 1992-93 and 1993-94. These self-ratings favor Project RICE students since they rated themselves higher than the comparison group on four measures. Comparison group students only rated themselves higher on one academic measure. It is interesting to note, however, that this single measure was "I'm smart enough to get good marks and go to college," a measure of academic self-concept which is contradicted by the achievement data presented earlier.

Table D summarizes the Attitude Measures that favor both the comparison and treatment groups.

Table D

Attitude Measures of Treatment and Comparison Groups

Attitude Measures Favoring Treatment Group

	Academic Measures				
	Treated		Untreated		
Measures	Mean	N	Mean	N	Z Score
Sometimes I lose or forget things like textbooks or homework	2.1091	(110)	2.3750	(104)	2.0615**
Sometimes it's hard to sit still during class	2.4182	(110)	2.6923	(104)	2.6230**

Attitude Measures Favoring Comparison Group

Academic Measures

	Treated		Untreated		Measures
	Mean	N	Mean	N	Z Score
I'm smart enough to get good marks and go to college	2.5182	(110)	2.7019	(104)	1.8611*

Social Measure

Sometimes I misbehave or talk to other kids during class	2.3636	(110)	2.6538	(104)	2.6522**
Sometimes I fight or argue with other students	2.3273	(110)	2.6154	(104)	2.545**

(b) Attendance and Achievement (1992-93; 1993-94): Table E and F lists comparative results for specific academic and attendance areas in 1992-93 on which elementary level Project RICE students and comparison group students were compared. During the first year of the project, minimal differences were observed. Project RICE students surpassed comparison group students in four areas (i.e., science attitude; science effort; pass/fail reading; pass/fail English). Comparison group students performed significantly better than Project RICE students in three areas (i.e., week 10 science; social studies; Spanish).

Table E summarizes academic and attendance results for 1992-93 that favor the treatment group.

Table E
1992-93 Academic Year Data
Academic and Attendance Results that favor the Treatment Group

Category	Measure	Mean	N	Mean	N	Z Score
Attitude	Science	4.3895	(95)	4.0532	(94)	2.4402**

Effort	Science	4.3789	(95)	3.9894	(94)	2.7621**
Pass/Fail	English	1.9684	(95)	1.8710	(93)	2.4912**
	Reading	1.9474	(95)	1.8723	(94)	1.8146*

Table F summarizes academic and attendance results for 1992-93 that favor the comparison group.

Table F

1992-93 Academic Year Data

Academic and Attendance Results that favor the Comparison Group

Category	Measure	Mean	N	Mean	N	Z Score
Average	Science (10 week)	80.0851	(94)	82.5484	(93)	-2.0480**
	Social Studies	81.4316	(95)	83.7356	(87)	-2.3047**
	Spanish	81.6216	(74)	83.9074	(54)	-1.6660*

(c) Attendance and Achievement (1993-94): After one year of exposure to Project RICE, these 1993-94 differences changed dramatically as shown in Table F. Project RICE students demonstrated significantly superior performance in attendance, which includes lateness, and absence. In attitudes towards academic subjects, they were significantly higher in six areas (i.e., English, mathematics, reading, science, social studies, and Spanish). In subject matter averages, Project RICE students were significantly better in seven areas (i.e., English, mathematics, reading, science, social studies, and Spanish - week 10 overall). The comparison group was significantly better only in spelling. Project RICE students also received superior effort ratings in six areas and performed significantly better in regard to Pass/Fail. Clearly, these results show substantial improvement for the treatment group.

Table G summarizes the academic and attendance results of 1993-94 that favor both the comparison and treatment groups.

Table G

1993-94 Academic Year Data

Academic and Attendance Results that favor the Treatment Group

		Treated		Untreated		
Category	Measure	Mean	N	Mean	N	Z Score
Attendance	Sick Days	0.0417	(48)	0.3611	(108)	2.7745**

	Latenesses	0.3333	(48)	1.0833	(108)	3.0054**
Attitude	English	4.437	(48)	3.3333	(108)	6.7439**
	Math	3.9583	(48)	3.1667	(108)	4.1928**
	Reading	4.5319	(47)	4.000	(53)	5.4201**
	Science	4.5417	(48)	3.5093	(108)	4.9070**
	Social Studies	4.0833	(48)	3.5238	(105)	3.0995**
	Spanish	3.6087	(23)	2.9804	(51)	1.8967*
Average	English	86.0625	(48)	76.420	(100)	6.6572**
	Math	81.4130	(46)	73.429	(107)	4.8016**
	Reading	87.1915	(47)	80.5417	(48)	6.2682**
	Science	85.1667	(48)	73.548	(104)	5.9600**
	Social Studies	84.8750	(48)	81.3229	(96)	3.0292**
	Spanish	80.5217	(23)	70.5769	(52)	3.4266**
	Week 10 Overall	84.5594	(48)	76.398	(108)	6.6917**
Effort	English	4.4375	(48)	3.2037	(108)	7.4235**
	Math	3.8125	(48)	3.1759	(108)	3.2484**
	Reading	4.5745	(47)	3.9423	(52)	5.3946**
	Science	4.5000	(48)	3.4167	(108)	4.9250**
	Social Studies	4.2292	(48)	3.5238	(105)	4.5628**
	Spanish	3.6522	(23)	2.9804	(51)	2.0686**
Pass/Fail	English	2.0000	(48)	1.6204	(108)	8.1295**
	Math	1.8333	(48)	1.5926	(108)	3.0652**
	Reading	2.0000	(47)	1.8302	(53)	3.2926**

Science	1.8936	(47)	1.5370	(108)	5.4222**
Social Studies	1.9792	(48)	1.7238	(105)	4.5163**
Spanish	1.6957	(23)	1.4510	(51)	2.0634**

Academic and Attendance Results that favor the Comparison Group

		Treated		Untreated		
Category	Measure	Mean	N	Mean	N	Z Score
Average	Spelling	82.8511	(47)	88.6809	(47)	-3.0738**

** < .05

* < .10

Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N>29. Sample size varies throughout this appendix.

(d) Racial and Ethnic Differences: Both African American and all-others-as-a-group show similar significant improvements between untreated and treated populations. Although there was some non reporting of race and ethnicity (14%) the known racial and ethnic composition of this group matched the school demographics. No racial effect was noted.

Actual vs Proposed Evaluation Design

Responsiveness to changing circumstances related to the expanded involvement with organizations, personalities, and funding sources helped the project operationalize the ambitious goals of this program. These changes, however, dictated that the evaluation process respond in kind. Table H presents the measures of the original design and their data sources and outlines which of these measures were conducted, if they were not conducted why not, and what replacement data source was used if the original was not. Perfectly matched comparison groups of students based on race/ethnicity, gender, grade level, age, and reading level were not possible due to the number of students available in each school. Comparison groups also varied between schools depending on the specifics of the school programs affecting data collection

The summary data and analysis demonstrate with grade, attendance, and attitude measures that Project RICE has been successful in reaching both project goals. The first goal involves minority and majority teachers increasing their sensitivity and awareness to multicultural/ multiethnic contributions

to successful inner city schools and the second asks that these same teachers positively affect the academic achievement and social behaviors of their students. Changes made to the initial plan during the project relate to that success.

The serendipitous development of numerous organizations and projects demanded changes in the initial plans as have been outlined in this evaluation. It is strongly felt that it was the additional activities of this project that provided the edge for success. These activities provided support and on-going involvement in the schools for the FIPSE RICE teachers and demonstrated a broad and holistic approach to the solution of systemic problems in inner-city schools. The strength of the planning and implementation of this project is that in spiteof the many changes, the goals were reached and a significant difference was made.

F. Summary & Conclusions

There were some problems experienced in implementing the project but none so grave that the integrity of the project had to be compromised. The problems may be categorically described as those that are participant related and evaluation related. Initially, we were under the illusion that selection of participants for the summer institutes could be done without the active direct involvement of the principals. We felt that all applicants could simply apply responding to the desired criteria and the committee would make the appropriate selection. Our experience confirmed our modified position that if our program is to run smoothly in the schools, then an active direct participation by each school principal must be entertained so that future problems may be avoided. Participation in Project RICE was deemed to be a rather prestigious matter for principals and they were all determined to ensure that the participants selected were in full accordance with the established mission of their respective schools. On the one hand, this procedure eliminated some teachers from consideration. On the other hand, we were certain that once the participants received the blessings of the principal we were at the same time guaranteed the continued participation of the chosen candidate in Project RICE. We, therefore, wisely changed the **modus operandi** of candidate selection and resorted to an amicable negotiation with the principal for selecting the best possible candidates.

A second problem related to participants has to do with union contracts and the extent to which extra curricular activities that are not compensated are frowned upon. Much of our evaluation take place within the regular school hours but teachers' involvement in working with college students does require additional time. We had been in constant dialogue with the project participants and initiated discussions with SUCB into providing course fee waivers for our participants as a continued incentive. Additionally, this will cause the project to become institutionalized over a period of time.

The problems related to evaluation were somewhat different in intensity and nature. Primarily because of the growing fear of teachers that raises in salaries may be tied to performance evaluation, our anticipated ease with which we would conduct evaluation exercises proved to be naive. Additionally, the City of Buffalo Public School Board developed a somewhat antagonistic relationship with the community, particularly the minority community, and a parent group comprised mainly of minorities caused many parents to view evaluation of any kind as an ulterior motive. On both counts, we were able to gain the support of the principals who were able to allay the fears of both teachers and parents in our evaluative efforts.

Additionally, there were some problems encountered in recruiting a graduate student who was willing to exert as much energies as required for this project. Graduate students seem to want to stay within the physical confines of the campus. I have been fortunate in using another source of such assistance within the campus and will therefore be able to recruit a graduate student in June, 1992 with

additional hours as an incentive for taking the job. This relationship has continued throughout the period of the grant and the institution has recently made a commitment to continue with its funding for at least another two years.

There are a number of "lessons to be learnt" from this project. First, we entered into this project with three schools that we thought had much in common primarily because of the socio-economic and racial/ethnic mix of the predominant student body. We soon learnt that each school had a very different "culture" and we had to take time to understand their individual idiosyncracy. In fact, the very way in which each one has had a very different take-off from the grant activity is indicative of that different "culture". Second, that majority teachers working among minority populations experience some degree of alienation despite their numbers and .consequently, would rather not approach issues of "culturally relevant pedagogy" unless they are assured of a nuturing environment that will permit them to do so. Third, the goals and objectives of such a project must necessarily be expanded to larger, longterm institutional objectives or such a project will only be seen as another "grant activity" that will only last as long as he funding is available. Fourth, that projects such as this one will give higher education faculty an entre into the school system that is mutually beneficial to both levels of the educational system only if conscious efforts are made by the former to physically conduct most of the activities in the domain of the latter. Fifth, that grantees must be willing to take risks in expanding the scope of the grant beyond the articulated parameters but such risktaking must inextricably be intertwined with the readiness of the host institution to provide the support mechanisms that are necessary to make those ristaking activities meaningful and worthwhile.

G. Acknowledgements:

I would be rather remiss if I did not take the time to recognize the tremendous support that came from a number of individuals who were instrumental in causing me to have this experience and many who continue to provide support in a number of ways. Dr. Kenneth Cross, Director of the Research Foundation of SUCB and Mr. William Pershyn provided the germinal seeds of encouragement that propelled me into initially applying for this grant. Their constant assistance in reviewing the drafts and final product is immeasurable. Dr. F. C. Richardson, President of SUCB was continually willing to take support me in those "risktaking" activities that caused this project to mushroom into the plethora of activities that we now experience. Dr. Richard McCowan and Dr. Douglas Cochrane provided tremendous assistance in conducting a superb evaluation which is reflected throughout this final report. The principals of the three schools, Mr. Ben Randle - Grover Cleveland High School, Ms. Marva Daniel - Futures Academy, and Ms. Donnette Ruffin - School 53 together witheir staff made the implementation of the project much easier through their unending cooperation. The bonds that I have made with them and those institutions will ensure that this grant has a continual presence in at least those schools. Ms. Chris Miesowicz was patient throughout this grant in following what at many appeared to be illusive paths. My wife, Dr. Barbara A. Huddleston-Mattai did more than make manifest our wedding vows of her being supportive in my often seeming neglect of her company. Finally, I am truly grateful to both Dr. Joan Straumanis and Dr. Charles Storey who provided guidance throught the grant period that will continue to have effect long after the 90 days period. Both Dr. Straumanis and Dr. Storey were always willing to discuss issues that impinged upon career outside of this grant and thereby made it a lot easier to talk about the issues connected with this grant. I am truly grateful to FIPSE for providing me with an opportunity that has catapulted my career in a direction that brings much more meaning and fulfillment.

APPENDICES

School Data

FIPSE RICE Instruments

Bibliography

School Data

Grover Cleveland High School

Teacher's Attitudes Toward Students (1992-1993 academic year)

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attitude	attempts to do work thoroughly and well...	3.3200	(50)	2.8984	(128)	1.6689		Yes
	acts restless or has difficulty sitting still	3.0800	(50)	2.6719	(128)	1.5733		
	has parents who respond constructively to teacher concerns	3.1000	(50)	2.6016	(128)	2.3839	Yes	Yes
	participates actively in discussions	3.3200	(50)	2.7656	(128)	2.4642	Yes	Yes
	completes assigned seatwork	2.9800	(50)	3.3125	(128)	-1.3830		
	thinks that school is important	2.7600	(50)	3.3672	(128)	-2.3645	Yes	Yes
	makes friends easily	2.8000	(50)	3.6641	(128)	-3.7794	Yes	Yes
	exhibits behavior that needs to be reprimanded or controlled	2.4400	(50)	2.7891	(128)	-1.4829		
	annoys other students peers or interferes with their work	2.3200	(50)	2.6641	(128)	-1.5761		
	makes friends with students from different ethnic backgrounds	3.1600	(50)	3.8672	(128)	-3.4111	Yes	Yes
	is persistent when confronted with difficult problems	2.9400	(50)	2.7266	(128)	0.9439		
	doesn't seem to know what is going on in class	2.4400	(50)	2.7656	(128)	-1.4881		
	does more than just the assigned work	2.6600	(50)	2.3125	(128)	1.6767		Yes
	is very quiet, uncommunicative	2.8200	(50)	2.4844	(128)	1.4538		
	has the intellectual potential required to succeed academically	3.3000	(50)	3.8281	(128)	-2.6317	Yes	Yes

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

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Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attitude	approaches new assignments with sincere effort	2.9400	(50)	3.0469	(128)	-0.4518		
	criticizes peers who do well in school	2.0000	(50)	2.3828	(128)	-1.9565		Yes
	fights or argues with other students	2.3400	(50)	2.5391	(128)	-0.8767		
	loses, forgets, or misplaces materials	2.3400	(50)	3.0469	(128)	-3.2164	Yes	Yes
	works best with students with the same ethnic background	2.7800	(50)	3.3125	(128)	-2.4349	Yes	Yes
	takes initiative will start and keep going on an assignment...	2.8600	(50)	2.9375	(128)	-0.3185		
	asks questions to get more information	2.8800	(50)	3.2891	(128)	-1.5305		
	talks with classmates too much	2.5000	(50)	3.0313	(128)	-2.1328	Yes	Yes
	is more comfortable with students from his/her ethnic background	2.8400	(50)	3.7344	(128)	-4.1377	Yes	Yes
	has parents who respond promptly to notes, permission slips...	2.8600	(50)	3.0781	(128)	-1.1911		
	prefers to do easy problems rather than hard ones	3.0000	(50)	3.6719	(128)	-3.1313	Yes	Yes
	will probably attend college	3.3000	(50)	2.8828	(128)	1.6463		
	criticizes the importance of the subject matter	2.4200	(50)	2.5469	(128)	-0.5284		
	tries to finish assignments, even when they are difficult	3.1600	(50)	2.9766	(128)	0.7394		
	pays attention in class	2.7600	(50)	3.3281	(128)	-2.4156	Yes	Yes
	raises his or her hand to answer a question or volunteer information	3.3600	(50)	2.9219	(128)	1.8421		Yes

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

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Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attitude	engages the teacher in conversation about subject matter before...	3.1400	(50)	2.3047	(128)	4.0757	Yes	Yes
	will perform well in academic activities	3.2000	(50)	3.1875	(128)	0.0539		
	has parents who encourage the child to do well in school	2.9600	(50)	3.0391	(128)	-0.4504		
	is easily frustrated and discouraged when obstacles are encountered...	2.4200	(50)	3.1016	(128)	-2.9181	Yes	Yes
	is preprared for the school day (e.g., has books, supplies, etc.)	2.8200	(50)	3.4844	(128)	-2.7284	Yes	Yes
	fights or argues with students from different ethnic backgrounds	2.1600	(50)	2.5234	(128)	-1.4999		
	has parents who come to parent-teacher conferences	2.5400	(50)	2.7344	(128)	-1.0368		
	turns in assignments on time	2.8200	(50)	2.5156	(128)	1.2282		
	works well with other children	2.6400	(50)	3.7031	(128)	-4.4939	Yes	Yes
	has the motivation and interest required to do well in school	2.6800	(50)	3.2656	(128)	-2.3770	Yes	Yes
	comes late to class	2.5400	(50)	2.3594	(128)	0.7660		

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N>29. Sample size varies throughout this appendix.

Grover Cleveland High School

1992-1993 Academic Year Data

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attendance	Absences	16.1765	(17)	25.2754	(69)	-2.5268	Yes	Yes
	Sick Days	0.0000	(17)	0.0145	(69)	-1.0073		
	Latenesses	6.6471	(17)	13.2754	(69)	-2.0742	Yes	Yes
Average	English	77.7692	(13)	74.4634	(41)	1.1154		
	English (10 week)	82.4000	(15)	83.0741	(27)	-0.2323		
	Math	74.0909	(11)	73.8889	(36)	0.0566		
	Math (10 week)	79.5000	(8)	82.0000	(15)	-0.7887		
	Science	74.8571	(14)	76.1455	(55)	-0.5179		
	Science (10 week)	78.8571	(14)	81.9429	(35)	-1.2661		
	Social Studies	81.0000	(15)	76.8113	(53)	1.3920		
	Soc Stud (10 week)	89.0000	(13)	84.0556	(36)	2.4258	Yes	Yes
	Spanish	73.3333	(3)	71.5909	(22)	0.2714		
	Spanish (10 week)	70.2500	(4)	82.5000	(16)	-3.6172	Yes	Yes
	Week 10 Overall	82.1771	(17)	74.7316	(68)	3.5207	Yes	Yes
	Overall Year	75.4018	(17)	73.9957	(42)	0.5346		
Pass/Fail	English	1.8235	(17)	1.4118	(68)	3.7417	Yes	Yes
	Math	1.6429	(14)	1.5000	(52)	0.9810		
	Science	1.8125	(16)	1.6812	(69)	1.1669		
	Social Studies	1.6471	(17)	1.5652	(69)	0.6278		
	Spanish	2.0000	(3)	1.5161	(31)	5.3910	Yes	Yes

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

Public School #53

Student Attitude Survey (Years 1 & 2 combined)

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attitude	Sometimes I lose or forget things like textbooks or homework	2.1091	(110)	2.3750	(104)	-2.0615	Yes	Yes
	Sometimes it's hard to sit still during class	2.4182	(110)	2.6923	(104)	-2.6230	Yes	Yes
	I like to ask questions during class	2.5182	(110)	2.6538	(104)	-1.4090		
	School is very important to me	2.7909	(110)	2.8462	(104)	-0.7796		
	I make friends easily	2.4545	(110)	2.2788	(104)	1.5842		
	Sometimes I misbehave or talk to other kids during class	2.3636	(110)	2.6538	(104)	-2.6522	Yes	Yes
	I never bother other students when they are studying or doing homework	2.2364	(110)	2.1923	(104)	0.3783		
	I have friends from different races	2.7727	(110)	2.7115	(104)	0.7373		
	I'd rather be quiet and not ask questions during class	1.6909	(110)	1.8462	(104)	-1.2976		
	I'm smart enough to get good marks and go to college	2.5182	(110)	2.7019	(104)	-1.8611		Yes
	Sometimes I fight or argue with other students	2.3273	(110)	2.6154	(104)	-2.5071	Yes	Yes
	Usually I pay attention during class	2.6000	(110)	2.6346	(104)	-0.3925		
	I always finish my assignments, even when they are hard	2.2182	(110)	2.3558	(104)	-1.2657		
	If I'm confused or need more information, I raise my hand...	2.7818	(110)	2.8269	(104)	-0.6090		
	My parents want me to do well in school	2.9182	(110)	2.9808	(104)	-1.6025		

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attitude	I'm always prepared to do work in school	2.4273	(110)	2.5192	(104)	-0.8770		
	Sometimes I fight with students from racial backgrounds different from mine	1.6091	(110)	1.7212	(104)	-0.9209		
	My parents want me to get good marks in school	2.9273	(110)	2.9423	(104)	-0.2789		
	I turn in homework on time	2.5091	(110)	2.3654	(104)	1.4414		
	I want to do well in school	2.9545	(110)	2.9904	(104)	-1.2542		
	I definitely want to go to college	2.7818	(110)	2.8462	(104)	-1.0391		
	I am absent and late to class more than most kids	1.3364	(110)	1.2596	(104)	0.8482		
	I'd rather talk to kids from racial backgrounds the same as mine	1.5636	(110)	1.5000	(104)	0.6004		
	I try hard to do correct work in school	2.7182	(110)	2.8173	(104)	-1.1367		

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

Public School #53

1992-1993 Academic Year Data

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attendance	Absences	10.3895	(95)	12.2632	(95)	-1.3995		
	Sick Days	0.1368	(95)	0.5474	(95)	-1.4527		
	Latenesses	4.0526	(95)	3.9158	(95)	0.1465		
Attitude	English	4.1895	(95)	4.0532	(94)	0.9759		
	Math	4.2737	(95)	4.1170	(94)	0.9302		
	Reading	4.1474	(95)	4.0426	(94)	0.6829		
	Science	4.3895	(95)	4.0532	(94)	2.4402	Yes	Yes
	Spelling	4.6105	(95)	4.6559	(93)	-0.2522		
	Social Studies	4.2947	(95)	4.2660	(94)	0.1832		
	Spanish	4.1216	(74)	4.1296	(54)	-0.0533		
Average	English	83.0444	(90)	82.6512	(86)	0.4136		
	English (10 week)	81.9681	(94)	81.4624	(93)	0.4103		
	Math	81.2258	(93)	81.7419	(93)	-0.4772		
	Math (10 week)	81.1596	(94)	81.9140	(93)	-0.5425		
	Reading	82.1684	(95)	82.3441	(93)	-0.1915		
	Reading (10 week)	83.0000	(94)	82.5591	(93)	0.4358		
	Science	81.0426	(94)	81.7558	(86)	-0.4637		
	Science (10 week)	80.0851	(94)	82.5484	(93)	-2.0480	Yes	Yes
	Spelling	86.1628	(86)	86.7111	(90)	-0.4228		
	Spelling (10 week)	85.3404	(94)	85.4565	(92)	-0.0731		
	Social Studies	81.4316	(95)	83.7356	(87)	-2.3047	Yes	Yes
	Soc Stud (10 week)	82.2553	(94)	82.5269	(93)	-0.2398		
	Spanish	81.6216	(74)	83.9074	(54)	-1.6660		Yes
	Spanish (10 week)	83.5753	(73)	83.9259	(54)	-0.2706		
	Week 10 Overall	82.4726	(94)	82.9081	(94)	-0.4247		
	Week 20 Overall	82.1563	(92)	82.6319	(95)	-0.4943		
	Week 30 Overall	83.7193	(89)	82.6494	(95)	1.1146		
	Week 40 Overall	82.3366	(91)	83.0267	(94)	-0.7201		
	Overall Year	81.8048	(91)	82.2963	(93)	-0.5063		
Effort	English	4.1789	(95)	4.0430	(93)	0.9648		
	Math	4.2632	(95)	4.0215	(93)	1.4258		
	Reading	4.1368	(95)	3.9468	(94)	1.1874		

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Effort	Science	4.3789	(95)	3.9894	(94)	2.7621	Yes	Yes
	Spelling	4.5158	(95)	4.6129	(93)	-0.5134		
	Social Studies	4.2526	(95)	4.2660	(94)	-0.0822		
	Spanish	4.1216	(74)	4.0377	(53)	0.5268		
Pass/Fail	English	1.9684	(95)	1.8710	(93)	2.4912	Yes	Yes
	Math	1.9053	(95)	1.8936	(94)	0.2399		
	Reading	1.9474	(95)	1.8723	(94)	1.8146		Yes
	Science	1.9368	(95)	1.9043	(94)	0.7310		
	Spelling	1.8737	(95)	1.9043	(94)	-0.6699		
	Social Studies	1.9368	(95)	1.9149	(94)	0.5366		
	Spanish	1.9595	(74)	2.1111	(54)	-1.5495		

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

Public School #53

1993-1994 Academic Year Data

Category	Measure	Treated Mean	N	Untreated Mean	N	Z Score	Significance (0.05)*	Significance (0.10)*
Attendance	Absences	1.6667	(48)	2.1111	(108)	-1.1467		
	Sick Days	0.0417	(48)	0.3611	(108)	-2.7745	Yes	Yes
	Latenesses	0.3333	(48)	1.0833	(108)	-3.0054	Yes	Yes
Attitude	English	4.4375	(48)	3.3333	(108)	6.7439	Yes	Yes
	Math	3.9583	(48)	3.1667	(108)	4.1928	Yes	Yes
	Reading	4.5319	(47)	4.0000	(53)	5.4201	Yes	Yes
	Science	4.5417	(48)	3.5093	(108)	4.9070	Yes	Yes
	Spelling	4.5106	(47)	4.9074	(54)	-1.2605		
	Social Studies	4.0833	(48)	3.5238	(105)	3.0995	Yes	Yes
	Spanish	3.6087	(23)	2.9804	(51)	1.8967		Yes
Average	English	86.0625	(48)	76.4200	(100)	6.6572	Yes	Yes
	Math	81.4130	(46)	73.4299	(107)	4.8016	Yes	Yes
	Reading	87.1915	(47)	80.5417	(48)	6.2682	Yes	Yes
	Science	85.1667	(48)	73.5481	(104)	5.9600	Yes	Yes
	Spelling	82.8511	(47)	88.6809	(47)	-3.0738	Yes	Yes
	Social Studies	84.8750	(48)	81.3229	(96)	3.0292	Yes	Yes
	Spanish	80.5217	(23)	70.5769	(52)	3.4266	Yes	Yes
	Week 10 Overall	84.5594	(48)	76.3981	(108)	6.6917	Yes	Yes
Effort	English	4.4375	(48)	3.2037	(108)	7.4235	Yes	Yes
	Math	3.8125	(48)	3.1759	(108)	3.2484	Yes	Yes
	Reading	4.5745	(47)	3.9423	(52)	5.3946	Yes	Yes
	Science	4.5000	(48)	3.4167	(108)	4.9250	Yes	Yes
	Spelling	4.3830	(47)	4.7222	(54)	-0.9762		
	Social Studies	4.2292	(48)	3.5238	(105)	4.5628	Yes	Yes
	Spanish	3.6522	(23)	2.9804	(51)	2.0686	Yes	Yes
Pass/Fail	English	2.0000	(48)	1.6204	(108)	8.1295	Yes	Yes
	Math	1.8333	(48)	1.5926	(108)	3.0652	Yes	Yes
	Reading	2.0000	(47)	1.8302	(53)	3.2926	Yes	Yes
	Science	1.8936	(47)	1.5370	(108)	5.4222	Yes	Yes
	Spelling	1.8723	(47)	1.8519	(54)	0.2378		
	Social Studies	1.9792	(48)	1.7238	(105)	4.5163	Yes	Yes
	Spanish	1.6957	(23)	1.4510	(51)	2.0634	Yes	Yes

* - Significance determined using two-tailed test procedure for large samples. Procedure assumes sample size for each population of N > 29. Sample size varies throughout this appendix.

FIPSE RICE Instruments

RICE
RESPONSIVE INNER-CITY EDUCATION

Teacher Questionnaire

INSTRUCTIONS: Please print the student's last name and first initial in the boxes under **NAME (Last Name, First Initial)**. Then, darken the space for each letter in the boxes provided. Answer questions 1 and 2 by darkening the appropriate space on the answer sheet.

For questions 3 through 46. rate each student behavior by using the following rating scale. Answer each question by darkening the appropriate space on the answer sheet

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
A	B	C	D	E

1. Is the student a male or female?

   A. Male B. Female

2. What is the student's race or ethnicity?

   A. African American B. Asian American
   C. Hispanic American D. Native American
   E. Pacific Islander F. White
   G. Other

THE STUDENT . . .

3. . . . loses, forgets, or misplaces materials.

4. . . . pays attention in class.

5. . . . has parents who come to parent-teacher conferences.

6. . . . turns in assignments on time.

7. . . . works well with other children.

8. . . . has the motivation and interest required to do well in school.

9. . . . comes late to class.

10. . . . attempts to do work thoroughly and well, rather than just trying to get by.

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11. . . . acts restless or has difficulty sitting still.

12. . . . has parents who respond constructively to teacher concerns.

13. . . . participates actively in discussions.

14. . . . completes assigned seatwork.

15. . . . thinks that school is important.

16. . . . makes friends easily.

17. . . . exhibits behavior that needs to be reprimanded or controlled.

18. . . . annoys other students peers or interferes with their work.

19. . . . makes friends with students from different ethnic backgrounds.

20. . . . is persistent when confronted with difficult prob lems.

23. . . . doesn't seem to know what is going on in class.

24. . . . does more than just the assigned work.

25. . . . is very quiet, uncommunicative.

26. . . . has the intellectual potential required to succeed academically.

27. . . . approaches new assignments with sincere effort.

28. . . . criticizes peers who do well in school.

29. . . . fights or argues with other students.

30. . . . works best with students with the same ethnic background.

31. . . . takes initiative; will start and keep going on an assignment without help from the teacher.

32. . . . asks questions to get more information.

33. . . . talks with classmates too much.

34. . . . is most comfortable with students from his/her ethnic background.

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35. . . . has parents who respond promptly to notes, permission slips, and announcements that are sent home.

36. . . . prefers to do easy problems rather than hard ones.

37. . . . will probably attend college.

38. . . . criticizes the importance of the subject matter.

39. . . . tries to finish assignments, even when they are difficult.

40. . . . raises his or her hand to answer a question or volunteer information.

41. . . . engages the teacher in conversation about subject matter before or after school, or outside of class.

42. . . . will perform well in academic activities.

43. . . . has parents who encourage the child to do well in school.

44. . . . is easily frustrated and discouraged when obstacles are encountered in schoolwork.

45. . . . is prepared for the school day (e.g., has books, supplies, etc.).

46. . . . fights or argues with students from different ethnic backgrounds.

Thank you for your cooperation.

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RESPONSIVE INNER-CITY EDUCATION

Student Survey #1

INSTRUCTIONS:

- ✓ Use a #2 pencil to answer all questions on this survey.
- ✓ Please print your last name, skip a space, and print your first initial in the boxes under **NAME (Last Name, First Initial)**.
- ✓ Use a #2 pencil to answer all questions on this survey.
- ✓ Tell whether you agree or disagree with each statement by darkening the proper space on the answer sheet. For example, if you "DISAGREE," darken the box for letter A. If you are "NOT SURE," darken the space for letter B. If you "AGREE," darken the space for letter C.
- ✓ Answer questions 25 and 26 by darkening the proper space on the answer sheet.

DISAGREE	NOT SURE	AGREE
A	B	C

1. Sometimes I lose or forget things like textbooks or homework.
2. Usually I pay attention during class.
3. My parents want me to get good marks in school.
4. I turn in homework on time.
5. I want to do well in school.
6. I definitely want to go to college.
7. I am absent and late to class more than most kids.
8. I'd rather talk to kids from racial backgrounds the same as mine.
9. I try hard to do correct work in school.
10. Sometimes it's hard to sit still during class.
11. I like to ask questions during class.
12. School is very important to me.
13. I make friends easily.

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14. Sometimes I misbehave or talk to other kids during class.

15. I never bother other students when they are studying or doing homework.

16. I have friends from different races.

17. I'd rather be quiet and not ask questions during class.

18. I'm smart enough to get good marks and go to college.

19. Sometimes I fight or argue with other students.

20. I always finish my assignments, even when they are very hard.

21. If I'm confused or need more information, I raise my hand and ask the teacher a question.

22. My parents want me to do well in school.

23. I'm always prepared to do work in school.

24. Sometimes I fight with students from racial backgrounds different from mine.

25. With whom do you live?

    A. One parent
    B. Two parents
    C. Relative, guardian, or foster parent
    D. I live independently

26. What is the primary language spoken in your home?

    A. English
    B. Spanish
    C. Another language - neither English or Spanish

27. Where do you live?

    A. In a house owned by my family
    B. In a rented house or apartment

28. Are you male or female?

    A. Male
    B. Female

29. What is your race or ethnicity?

    A. African American
    B. Asian American
    C. Hispanic American
    D. Native American
    E. Pacific Islander
    F. White
    G. Other

Thank you for your cooperation.

This activity is supported by Project RICE at the State University College at Buffalo. Project RICE is supported by a federal grant from the Fund for the Improvement of Post Secondary Education.

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STUDENT SURVEY

Please print your name on this line: _____
First Name Last Name

Print your teacher's name on this line: _____

Read each question and circle your answer.

If you agree, draw a circle around
YES

If you disagree, draw a circle around
NO

If you are not sure, draw a circle around
NOT SURE

1. Sometimes I lose or forget things like textbooks or homework.

YES NO NOT SURE

2. Usually I pay attention during class.

YES NO NOT SURE

10. Sometimes it's hard to sit still during class.

YES NO NOT SURE

11. I like to ask questions during class.

YES NO NOT SURE

12. School is very important to me.

YES NO NOT SURE

13. I make friends easily.

YES NO NOT SURE

14. Sometimes I talk to other kids during class.

YES NO NOT SURE

15. I never bother other students when they study or do work in class..

YES NO NOT SURE

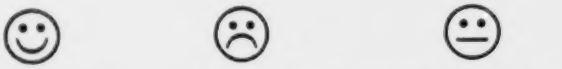
16. I have friends whose skin color is different from mine.

YES NO NOT SURE

17. I'd rather be quiet and not ask questions during class.

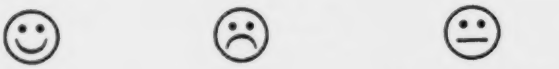
YES NO NOT SURE

18. I'm smart enough to get good marks and go to college.



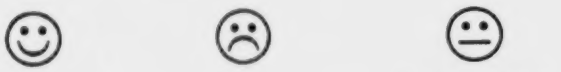
YES NO NOT SURE

19. Sometimes I fight with other students.



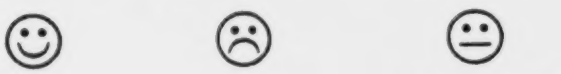
YES NO NOT SURE

20. I always finish my school work, even when it's hard.



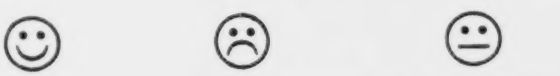
YES NO NOT SURE

21. If I'm mixed up, I raise my hand and ask the teacher a question.



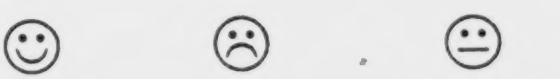
YES NO NOT SURE

22. My parents want me to do well in school.



YES NO NOT SURE

23. I'm always ready to do work in school.



YES NO NOT SURE

24. Sometimes I fight with students whose skin color is different from mine.

YES NO NOT SURE

25. Are you boy or a girl?

BOY GIRL

26. What is your race or skin color?

AFRICAN-AMERICAN

WHITE

HISPANIC

NATIVE AMERICAN

OTHER

Thank you for your help.

This activity is supported by Project RICE at the State University College at Buffalo. Project RICE is supported by a federal grant from the Fund for the Improvement of Post-Secondary Education.

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UNIVERSIDAD METROPOLITANA
Vicerrectoría Académica

July 6, 1993

Dr. P. Ruddy Mattai
Suny College at Buffalo
1300 Elmwood Ave.
Buffalo, New York 14222

Dear doctor Mattai:

Thank you for the copy that you sent me of your approved proposal submitted to FIPSE. It is really an excellent document.

Enclosed you will find one of my business cards. I would let you know in the near future the final decision of our proposal.

I really appreciate the kindly cooperation that you offered us.

Sincerely,

María E. Fernández. Ph.D.
Dean of Education

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News

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Telephone (716) 878-4201

FOR RELEASE: Black Issues and Higher Education
CONTACT: Public Affairs (878-4201)

An innovative program designed to alleviate conditions in inner-city schools which cause black and other underrepresented minority students to become alienated, at risk, and eventually to abort their education has been introduced by Buffalo State College to that city's public school system.

Now entering its third year, it's still too early for definitive results but there are indications that both attendance and parental interest in their children's academic environment are increasing, while the incidence of classroom discipline problems--"those who get sent to the principal's office"--are declining, according to the program's coordinator, Dr. P. Rudy Mattai.

He is professor of educational foundations at Buffalo State, the only university college in the State University of New York system that is located in a highly urbanized location. Founded as a teacher education college, it continues that mission with major undergraduate and graduate programs for persons specializing in all aspects of elementary, secondary, and exceptional education.

The program coordinated by Mattai is called Responsive Inner-City Education, or Project RICE for short. It combines the talents of the college's teacher education departments on both the faculty and student levels with majority and minority teachers, as well as students, in selected Buffalo public schools in a joint

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effort to keep at-risk black and other minority students in class, and to upgrade their academic skills.

In the process, it challenges a widely-held assumption that only teachers of color or other non-majority representation can reach at-risk students.

While Mattai places a high priority on minority teachers in the classroom, he is also aware of the growing shortage of them with respect to school populations. But he asserts, "You don't have to have minority teachers for minority students to be successful. You do have to have teachers who are sensitive to the roadblocks, conditions, and influences that cause inner-city students to drop out.". In other words, teachers "don't have to be members of a minority but they must be in synch with the needs of minority students."

Three hypotheses form the core of Project RICE. They are:

-- Not enough minority teachers are available to represent traditionally under-represented students.

-- There is no compelling evidence suggesting that academic achievement is positively correlated with students and teachers sharing the same racial and ethnic backgrounds.

-- Teachers and students are components of each other's perceptions of, and interact with, the social environment of the school. These joint perceptions of teacher and child must be understood and analyzed as a unitary segment of experience.

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According to Mattai, Project RICE's major goals are:

-- To increase the awareness and sensitivity of majority and minority teachers to the multicultural and multi-ethnic aspects which impact on successful inner-city school programs.

-- To demonstrate that both majority and minority teachers who are prepared to serve minorities can positively affect students' academic achievement and social behavior.

A threefold net effect of Project RICE and its improvement over past practice has been predicted by Mattai. Those effects include:

-- Alleviation of problems among minority students that result in increasing dropout rates without relying solely on recruiting and retaining minority teachers.

-- The racial, ethnic, and cultural mix of the participants will make significant contributions to efforts to infuse curricula with an appreciation and understanding of cultural diversity.

-- Creation of an atmosphere of increased accommodation of cultural differences in learning styles and, inversely, a radical decline in the proportion of at-risk students.

Project RICE began in the summer of 1992 when a dozen Buffalo public school teachers--six whites, four African-Americans, and two Latinos--participated in an intensive 15-day introductory program at Buffalo State to reorient them to ways of addressing the needs of culturally-diverse inner-city classrooms.

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Meanwhile, 60 of their students from Grades 6-10 in Buffalo's Grover Cleveland High School, School 53, and the Futures Academy, also came to campus for five one-hour sessions.

While the teachers focused on the psychology of the minority child from African-American, Latino, and Native American perspectives, the students concentrated on communications and life planning. Not unintentionally they were encouraged to consider teaching as a career.

Each teacher was assigned to mentor five students in their respective schools and continued that relationship throughout the school year.. They were also encouraged to expand the number of students in their loop.

Mattai also points out a ripple effect of Project RICE. "The beauty of the program is that the teachers we train and encourage in Project RICE go back to the schools and train and encourage other teachers. Each becomes a sphere of influence through formal in-school workshops and casual conversation among teachers," he said.

This year's summer program brought together another group of racially mixed teachers selected by last year's participants for a series of lectures, workshops and seminars to address the problem of student alienation, to develop ways of infusing cultural diversity into academic curricula, and to change teachers' views of minority students as "problems" to "students with special needs," Mattai explains.

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The teachers were also formed into racially-mixed teams to work closely with students attending summer session at Grover Cleveland, to help them catch up to their grade levels in such basic academic disciplines as mathematics, English, and reading.

"The teams were racially integrated; in fact, 75 percent of the teachers were white," Mattai says. Like the 1992 group, they will be expected to share the experience with their peers.

An extensive mentoring component called Project SHARE has been added to the program and will extend through the 1993-94 school year to reinforce the teachers' efforts. SHARE stands for "Securing Holistic Assistance to Realize Excellence." It recognizes the fact that "inner-city students with academic needs also have social needs," and tries to address both, Dr. Mattai explains.

Under that component of Project RICE, 18 teams of undergraduate students from Buffalo State College who are majoring in education or social work are to be formed. After undergoing what Mattai describes as "intensive mentorship training," each team will mentor five high school students selected on the basis of academic need.

While the undergraduates will have a mentoring relationship with faculty members and departmental research associates, the 90 high school students being mentored will each mentor two elementary students.

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The undergraduates will also be required to take specialized courses in their fields to participate. Education majors will be required to take "School and Society," and "Introduction to Urban Education," while the social work majors must take "Introduction to Social Work."

The mentoring will be done at Grover Cleveland High School and public schools 45 and 77, two of Grover Cleveland's feeder locations.

Grover Cleveland was selected from among all the city's high schools not only because of its geographic proximity to the campus and long history of association with Buffalo State College, but because it already "represents the anticipated demographic changes in the school system by the year 2000," Mattai says.

At present, Grover Cleveland has a student population that is 45 percent Latino, 24 percent African-American and 31 percent other, which includes Native Americans, Asians, and whites--many of whom have come from Eastern Europe. "There are 39 countries and 16 different languages represented. For a large number of them, English is a second language," Mattai points out. Because of frequent family moves, the transiency rate is 67 percent, he added.

Mattai also explains that social-type meetings are held for parents, the Project RICE staff, and teachers "to tell the parents what we will be doing with the students--that the program is to help them succeed in school."

He notes that not only does Project RICE hold direct benefits for students, it also benefits the college and its students: "We can use the schools as laboratories,

and that has an impact on curriculum, and the schools have an impact on the college." By that he means that procedures and methodologies, as well as problem solutions, can be incorporated into curricula offered to college students.

It has also given school teachers additional skills, particularly in the research area.

"Project RICE caused teachers to see themselves as researchers, searching through the literature to better learn how to deal with problems in the classroom. They could learn what the literature says is being done--what is there and what isn't," Mattai says. It is a way of teachers helping themselves by seeking out solutions to problems, or developing their own.

Eventually, he says hope is to expand Project RICE to other city schools. While there has been no attempt to replicate Project RICE elsewhere in the United States, Buffalo State has received an invitation from the University of Durban in South Africa to create it there.

Project RICE is funded through a grant from the Department of Education's FIPSE Comprehensive Program, and Buffalo State College. FIPSE stands for the Fund for the Improvement of Post Secondary Education. Project SHARE is also funded through a grant from the U.S. Department of Education's Student Mentoring Corps Program. Mattai is project director of both awards.

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October 12, 1993

News

State University College at Buffalo
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FOR RELEASE: Upon Receipt
CONTACT: Public Affairs 878-4201

The second seminar on Responsive Inner-City Education, known as Project RICE, was held Monday, July 12 in Moot Hall on the Buffalo State College campus and at Grover Cleveland High School, 110 Fourteenth Street.

Administered by the college in cooperation with the Buffalo Public Schools, Project RICE is aimed at reducing the number of minority students who drop out of school. Its approach is to educate teachers about the critical role they play in influencing inner-city students to remain in school and to sharpen techniques to expand that influence.

This year's program brings together 12 majority and minority teachers from Grover Cleveland and two of its feeder schools, the Buffalo Futures Academy and School 53, for a series of lectures, workshops, and seminars to address the problems of student alienation and the dearth of teachers sensitive to the problem.

The teachers will be formed into racially-mixed teams to work closely with students attending summer session at Grover Cleveland, to help them catch up to their grade levels in such basic academic disciplines as mathematics, English, and reading.

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Speakers at the opening ceremony were BSC President F. C. Richardson, Dr. Gerald F. Accurso, dean of graduate studies in the Office of Graduate Studies and Research, and Dr. P. Rudy Mattai, professor of educational foundations at BSC.

Dr. Mattai coordinates Project RICE, which is funded through a grant from the U.S. Education Department's FIPSE Comprehensive Program, and Buffalo State College. FIPSE stands for the Fund for the Improvement of Post Secondary Education.

The three-year project, now in its second year, is aimed at reducing conditions in inner-city schools that cause traditionally under-represented minority students to become alienated, at risk, and eventually to drop out of school. It is based on the hypotheses that there aren't enough minority teachers to represent these students and that there is no compelling evidence suggesting that academic achievement is positively correlated when teachers and students share the same racial and ethnic background.

Last year, six white, four African-American and two Latino teachers from the Buffalo Public Schools participated in an intensive 15-day program on the subject at BSC. At the same time, 60 of their students from grades 6-10 also came to campus for five one-hour sessions.

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While the teachers focused on the psychology of the minority child from African-American, Latino, and Native American perspectives, the students concentrated communications and life planning. The students were also encouraged to consider teaching as a career.

more

Later, each teacher was assigned to mentor five students in his/her respective schools and to continue the relationship throughout the school year. They were also encouraged to expand the number of students in their group.

The beauty of the program, Mattai says, is that teachers trained and encouraged through Project RICE go back to their schools and share the experience with their colleagues through both formal in-service and casual conversation.

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News

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July 20, 1992
FOR IMMEDIATE RELEASE

Three-year BSC education project aimed at reducing inner-city dropouts

A three-year, $168,000 project at Buffalo State College underwritten by the federal Fund for Improvement of Post Secondary Education that could radically change educators' thinking about selecting and preparing teachers to deal with at-risk students in inner-city schools will break its first ground at a three-week seminar July 29 through Aug. 18 on the Elmwood Avenue campus.

Dr. F. Rudy Mattai, director of Project RICE: Responsive Inner City Education and professor of educational foundations at Buffalo State, said the project, which will initially involve six white, four African-American, and two Latino teachers and 60 Buffalo minority youths in grades 6 through 10 from Grover Cleveland High School, School 53, and Futures Academy, is intended to improve the conditions that cause traditionally underrepresented students to lose interest in school and eventually to drop out.

Mattai believes that the training of teachers sensitive to the plight of such students is central to encouraging them to stay in school, whether the teachers themselves are members of a minority or not. "Same race, same gender doesn't always do the job," he pointed out. "There are better reasons than the traditional one of the minority teacher as role model to have minority teachers in the schools. On the other hand," he said, noting the growing shortage of teachers of color, "you don't have to have minority teachers for minority students to be successful."

During this first phase of Project RICE, which focuses on the social psychology of the minority child from African-American, Latino, and Native American perspectives, each of the 12 teachers will be assigned to mentor five students from their respective schools for the three weeks of the program and will continue the relationship during the coming school year.

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The intensive inservice seminar, for which the teachers will receive a $1,500 stipend, will run from 9 a.m. to 2 p.m. each of the 15 days. Dr. Bruce Anthony Jones, assistant professor of education at the University of Pittsburgh and associate director of the Institute for Practice and Research in Education, will join Dr. Mattai in presenting a series of lectures on the history of inner-city education, including the differences between the experiences of early immigrants and African Americans. Dr. Sarita Samora, BSC associate professor of exceptional education, will address the needs of Latino students and methods most effective in dealing with bilingual pupils, while Dr. Lloyd Elms, principal of the Buffalo Native American Magnet School, will speak on the needs of the Native American child. Dr. Pete Middleton, director of the Center for the Recruitment and Retention of Minorities in Education at the University of Kentucky, will discuss the specific requirements of teaching the inner-city minority child.

The students' part of the program, which will begin at 10 a.m., will include five hour-long sessions each on life planning and communications skills presented, respectively, by Dr. George T. Hole, chairperson and professor of philosophy and religious studies at the college, and Dr. Frederick C. Howe, BSC associate professor of educational foundations. Besides the student-teacher mentoring relationship aimed keeping students in school, Dr. Mattai said, the experience is also meant to encourage minority youths to consider teaching as a career and to aid the transition from school to career of those who do not plan to attend college.

In the next phase of the longterm project, which will begin next spring, education majors from Buffalo State, many of whom are white suburbanites, will be bused to inner-city schools where they will familiarize themselves with the needs of students in such settings who are at risk.

Buffalo State, which has provided all or part of the training for an estimated 90 percent of all Western New York teachers, has already undertaken a number of initiatives to prepare its students for culturally diverse classrooms, including the Teacher Opportunity Corps, begun in 1987 to attract and retain minority education students, and the Stay in School Partnership Program,

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which recently completed its fifth year of collaboration with Riverside High School to reduce the dropout rate of at-risk students. The college currently has more than 3,500 undergraduates and 700 graduate students enrolled in teacher preparation programs.

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STATE UNIVERSITY COLLEGE AT BUFFALO

Certificate of Participation

Second Seminar in Responsive Inner-City Education
(PROJECT RICE)

July 12 - July 30, 1993

Presented to

DR. F.C. RICHARDSON
PRESIDENT

DR. ROBERT J. GEMMETT
PROVOST & VICE PRESIDENT
ACADEMIC AFFAIRS

DR. GERALD F. ACCURSO
ASSOCIATE VICE-PRESIDENT
& DEAN OF GRADUATE
STUDIES & RESEARCH

DR. P. RUDY MATTAI
PROFESSOR,
EDUCATIONAL FOUNDATIONS
& DIRECTOR, PROJECT RICE

PROJECT RICE IS FUNDED THROUGH A GRANT FROM THE U.S. DEPARTMENT OF EDUCATION, FUND FOR THE IMPROVEMENT OF POST SECONDARY EDUCATION (FIPSE), COMPREHENSIVE PROGRAM & THE STATE UNIVERSITY COLLEGE AT BUFFALO

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Three-year BSC education project aimed at reducing inner-city dropouts

A three-year, $168,000 project at Buffalo State College underwritten by the federal Fund for Improvement of Post Secondary Education that could radically change educators' thinking about selecting and preparing teachers to deal with at-risk students in inner-city schools broke its first ground at a three-week summer seminar on the campus.

Dr. P. Rudy Mattai, director of Project RICE: Responsive Inner City Education and professor of educational foundations at Buffalo State, said the project, which initially involved six white, four African-American, and two Latino teachers and 60 Buffalo minority youths in grades 6 through 10 from Grover Cleveland High School, School 53, and Futures Academy, is intended to improve the conditions that cause traditionally underrepresented students to lose interest in school and eventually to drop out.

Mattai believes that the training of teachers sensitive to the plight of such students is central to encouraging them to stay in school, whether the teachers themselves are members of a minority or not. Noting the growing shortage of teachers of color, he said, "You don't have to have minority teachers for minority students to be successful."

During this first phase of Project RICE, which focused on the social psychology of the minority child from African-American, Latino, and Native American perspectives, each of the 12 teachers was assigned to mentor five students from their respective schools for the three weeks of the program. They are continuing the relationship during the current school year.

The intensive, in-service seminar, for which the teachers received a $1,500 stipend, ran from 9 a.m. to 2 p.m. each of the 15 days. Dr. Bruce Anthony Jones, assistant professsor of education at the University of Pittsburgh and associate director of the Institute for Practice and Research in Education, joined Mattai in presenting a series of lectures on the history of inner-city education, including the differences between the experiences of early immigrants and African Americans.

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Dr. P. Rudy Mattai, Project RICE director

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Program

8:00 - 8:25 am	Continental Breakfast
8:30	Welcome & introduction to Project RICE & special guests (Dr. P. Rudy Mattai, Professor Educational Foundations & Director Project RICE)
8:50	Introduction of Dr. Richardson, President of SUCB (Dr. Gerald F. Accurso, Associate Vice President & Dean of Graduate Studies)
8:55	Opening remarks and delivery of charge (Dr. F.C. Richardson, President SUCB)
9:05	Introduction of participants and staff (Mr. Doug Cochrane, Research Assc. Consortium on Urban Issues and Special Programs)
9:15	Closing Remarks (Dr. P. Rudy Mattai)
9:30 - 11:00	Guided Tour of Grover Cleveland High School

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Participants

School #53
Janet V. Hill, MS., SUCB, 3rd Grade
Grace Kokot, MA., SUCB, 5th Grade
Sandra Marie Land, BS., Medaille College, Pre-K, 1st & 2nd Grade
Beverly E. Wutz, M.Ed., Canisius College, 3rd to 5th Grade Reading
Futures Academy
Beth Lombardo, MS., SUCB, 4th grade
Patricia E. Marshall, MS., Canisius College, 4th, 5th & 6th Grade
Jacqueline Frazier Polk, BA., Canisius College, 1st - 8th Grade
Kathleen Schaeff, MLS., SUNY Bflo., PreK- 8th Grade, Library/ Media
Grover Cleveland High School
Patricia B. Baker, MS., SUNY Bflo., 10th - 12th Grade, Math
Ann Boyle, M.Ed., SUNY Bflo., 9th - 12th Grade, Computer Lab
Ana Soto, MA., SUNY Bflo., 10th Grade, Bilingual History
Georgia Ann-Marie Smith, BA., SUNY Cortland, 9th - 12th Gr. Span.

Project RICE Alumni

School #53
Linda Coppock, M.Ed., SUCB, 4th Grade
Mary DeMaria, MS., SUCB, 6th Grade
Francis Harris, BA., Shaw University, 5th Grade
Marilyn McCarthy, MS., SUCB, 3rd Grade
Futures Academy
Carri Milch, MS., SUCB, Pre-K
Jocelyn Mull, M.Ed., SUNY Bflo., 7th /8th Grade, Language Arts
Deborah Robinson, BS., SUCB, 1st Grade
Eleanor Roberts, BS., SUCB, Special Education Resource Teacher
Grover Cleveland High School
Janet Barnes, MS., SEA, SUNY Bflo., Music
Dr. Gary Becker, D. Min., Bethany Theo. Sem, Social Studies
Aloma Johnson, MS., Indiana University, Guidance Couselor
Thomas McGinty, M.Ed., Canisius College, Guidance Counselor

Project RICE Staff

Dr. P. Rudy Mattai, Professor Ed. Foundations, Director Project RICE
Ms. Julie Casilio, Research Associate
Mr. Douglas Cochrane, Research Associate
Ms. Dawn Granville, Graduate Assistant
Mrs. Chris Miesowicz, Project Staff Assistant

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(Project RICE)

July 12 - July 30, 1993

Official Opening
Monday, July 12th, 1993
8:00 AM

Dr. F.C. Richardson, President SUCB
Dr. P. Rudy Mattai, Director Project RICE

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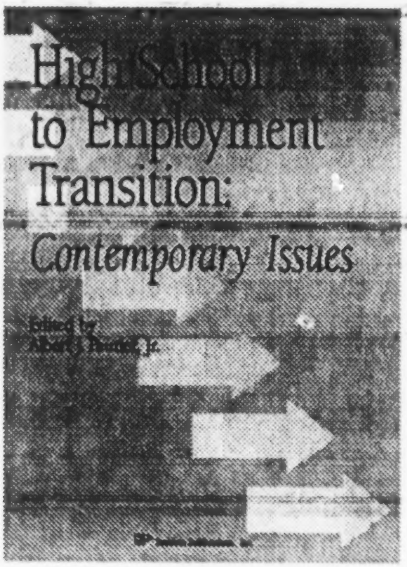
From the Publisher and Editor of **Vocational Education in the 1990s: Major Issues**

"A major indictment of American living has surfaced with some regularity. In no other industrialized country are the transitions from school to work left so much to chance as in the United States. This indictment contains too much truth to be ignored."

—Kenneth B. Hoyt, in *High School to Employment Transition: Contemporary Issues*



High School to Employment Transition: *Contemporary Issues*

Edited by Albert J. Pautler, Jr.

Prakken Publications, Inc.
List price: $19.50; School price: $15.60
ISBN: 0-911168-88-5
Library of Congress Catalog Card No. 93-86908

The transition of America's youth from the school setting to a productive and rewarding role in the world of work is a growing concern for students and educators. Recently, transition for those students who will not go on to graduate from a four-year college—close to 75 percent of the total student population—has also gained the attention of government leaders and the general public. Prakken Publications, Inc., proudly announces publication of a book that addresses key transition concerns: **High School to Employment Transition: Contemporary Issues**, edited by Albert J. Pautler, Jr. Dr. Pautler and 28 other experts present a comprehensive discussion of the transition to employment in the United States. They also offer ideas and models for improving the transition for non-college-bound students.

High School to Employment Transition is organized around four major themes: background; reviews of research on students' transition experiences, employers' needs, and government efforts; analysis of programs, including successful ones in western Europe and Canada; and suggestions for improving the transition process. Special sections list organizations and media that can aid in curriculum development, guidance, vocational counseling, and career education. The book will serve well as a text in undergraduate and graduate vocational teacher education and guidance counselor education courses, and as an excellent reference for all educators, counselors, and administrators involved with the transition.

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Douglas Cochrane, P. Rudy Mattai, and Barbara Huddleston-Mattai write in their chapter: "One of the goals of our educational system is—or should be—to make every adult a productive, respected member of society." **High School to Employment Transition** provides a great deal of information that can help educators and counselors make a real contribution toward achieving that goal.

The editor, Albert J. Pautler, Jr., is professor of educational administration in the Graduate School of Education at the State University of New York-Buffalo. His numerous earlier publications include the highly regarded *Vocational Education in the 1990s: Major Issues*. Contributors include Paul Barton, Clifton Campbell, George Copa, Charles Doty, Kenneth Gray, James Greenan, Kenneth Hoyt, David Passmore, David Pucel, Michelle Sarkees-Wircenski, Harry Silberman, and Jerry Wircenski.

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Non-College-Bound Urban Minority Youth: Issues of Transition

Douglas R. Cochrane, P. Rudy Mattai, and Barbara Huddleston-Mattai

Introduction

One of the goals of our educational system is, or should be, to make every adult a productive, respected member of society. This goal is becoming more critical as international competition forces us to train, and train well, all members of society, minorities and women included, regardless of socioeconomic status. This raises the hope that for the first time in decades our social agenda is becoming aligned with our economic self-interest, providing a much brighter prospect for success. Our specific concern is with the transition from school to work or career that is experienced by urban economically disadvantaged minority students who are not college bound. The transition for this population represents an uneven struggle against skill, language, and socialization constraints of their poor urban background; physical isolation from the workplace; isolation from information; changing economic structures; cultural preferences; and discrimination.

Children of Promise

It is very easy to blame the victim; it is also fallacious and futile. It is not uncommon to see stereotyping of minority students because of their reputedly high dropout rates, yet Rumberger (in Wehlage et al., 1989) found that when socioeconomic status was held equal, African-American youths were somewhat less likely to drop out than Caucasian youths. In actuality, the total number of Caucasians dropping out was significantly higher than the combined minorities dropout population. The difficulty for minority students lies not with the students themselves, but with the conditions that inhibit their full acceptance into American society.

We have no doubt that given an appropriate environment and the surety of a valued place in society, which includes being able to earn an income sufficient to support a family and live with pride, these youths would aspire to work productively and would succeed. To that end, we need to start seeing these youths in a positive light, not merely as students at risk. During the 1992 FIPSE Program RICE (Fund for the Improvement of Postsecondary Education, Responsive Inner City Education) for majority and minority inner-city teachers held at the State University College of New York at Buffalo, one majority pre-K teacher noted that the "kids were great." However, many central city schools are currently unable to actualize the potential these children represent. It is clear that one thing needed is a marked shift in attitude. If our society can learn to embrace these students as *children of promise*, we will have gone a long way toward actualizing that reality.

At-Risk

The social science and educational literature on non-college-bound at-risk youth has

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focused on poor urban minority youth, partly because of the recent marked rise in their numbers and partly because of the increasing severity of the conditions that put them at-risk for failure. *At-risk*, for our purposes, is defined as having a reduced likelihood of making a successful transition to work. Dropping out of school is included in our at-risk status as it significantly decreases one's chances of making an effective transition to work. Given that we are addressing youth from minority populations (with minority status an educational risk factor in itself), all with any factor related to perceived educational failure–being poor or from a single-parent family, having poorly educated parents, or language deficits–are educationally at risk. They are therefore less likely to have acquired the basic skills and attitudes that will sustain them in the workplace and are included in our at-risk status.

We are most interested in identifying the schools and communities which have a high proportion of at-risk students. Wehlage, Rutter, Smith, Lesko, and Fernandez (1989) found dropouts to be diverse, not stereotypical, and Fine (1991) found dropouts to have a better self-image and stronger sense of personal control than those who stayed to complete school. Fine also felt that dropouts were making consumer-oriented decisions that rejected their educational choices. Unfortunately, as Fine noted, there was no one there to tell them of the long-term costs of limited education, costs which they later discovered only after repeated failure in the job market. These findings indicted the school system. As has been pointed out by the W. T. Grant Foundation and others, some schools have been making positive changes. More important, schools are not solely responsible. Responsibility lies with the whole socioeconomic structure: the family, business, community, and educational systems, which we ultimately need to understand and address.

The Truly Disadvantaged

The conditions contributing to at-risk status are particularly severe in poor urban communities in which minorities are greatly over represented. Within the population described as disadvantaged either because of poverty or poor academic performance (Carl D. Perkins Vocational Education Act, 1984, Public Law 98-524) is a subset of poor urban minority youth, called the *truly disadvantaged*. This subset closely correlates to Julius Wilson's "truly disadvantaged underclass" (1987). Wilson found that very few non-Hispanic whites, poor or not, live in central city areas of extreme poverty (i.e., where more than 40 percent of residents are poor). Definitions for the truly disadvantaged are so diverse that the size of this subset ranges from 5 percent to 50 percent of the central city poor minority population. Factors and characteristics cross boundaries, confusing the identity of targeted populations and jeopardizing the success of programs for central city minorities.

The Simply Disadvantaged

Minorities in the central city who are marginal, who work sometimes, and/or support families on minimum wages, but who do not live in as densely poor and violent neighborhoods as the truly disadvantaged, are called the disadvantaged or, by some, the fringe. A clear definition for this group is not available.

Although poverty is a major component and the best single indicator of being at-risk, minority status, single-parent family status (most prevalent in minority populations), language deficiency, and dwelling in a city form combinations that increase the severity of at-risk status. A statewide study of dropout rates in Colorado school districts (Brennan & Anderson, 1990) found that poor, urban districts with high minority populations had the highest dropout rates. While Denver does not have the dense minority populations that make up the "truly disadvantaged" populations of other cities, the identification of economically disadvantaged urban areas with high dropout rates involves the simply economically disadvantaged urban ghettos as sources of at-risk populations.

Wilson (1978) and the W. T. Grant Foundation Commission on Family and Youth (1988) identified ghetto conditions of urban minority youths, which include inner-city *social isolation*. Social isolation severely limits these youths from access to the institutions and people needed to move out of the ghetto or to improve the conditions that put them at

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risk. This lack of access enhances structural constraints, which further exacerbates problems of unemployment, underemployment, poverty, single-parent families, and so forth. While this defines minority youths in dense poverty populations (more than 30 percent poverty), it is not clear where the boundaries lie between the fringe and the truly disadvantaged. The Task Force on Minorities and the Work Force (1990) addresses two disadvantaged minority populations, the fringe and the truly disadvantaged.

Funds and Programs

Funds and programs directed to the truly disadvantaged may not take into consideration the depths of their need. As a result, they provide inadequate funding and further create images of the intractability of situations for this population. Not knowing who the truly disadvantaged are, because of inconsistent and/or deficient definitions, adds greatly to this difficulty. The Task Force on Minorities and the Work Force (1990), for example, suggests that the fringe makes use of funds directed to the truly disadvantaged because the fringe are less handicapped and better prepared to take advantage of these programs.

The fringe is not clearly defined or is said to have less need, and/or it is a group whose nebulous nature makes it politically expedient to ignore. Under many definitions, this body of youth would most likely make up the majority of average central city students. At this time, they are not college bound and are very susceptible to the urban-minority-transition-to-work syndrome addressed here. Hammersley (1992), in her article on schools in Buffalo, noted that while elementary schools fund talented minorities through magnet schools, and a percentage of the educationally and economically disadvantaged populations receive some remedial support in elementary schools, the middle group—the largest population, which is comprised of average students—is left with few resources. The lack of resources for the non-college-bound in high schools is well documented by the W. T. Grant Foundation. Funding problems assume greater proportions in urban high schools with large minority populations. As in elementary schools, all of the resources continue to go to the upper and lower percentiles, but the large body of average students—most of whom are not college bound in these general academic high schools—are not supported and do not receive resources to assist them in effectively transitioning to work.

The W. T. Grant Foundation, the Business-Higher Education Forum, the National Center on Education and the Economy, and others who inform national policy have helped focus attention and some resources on disadvantaged populations. In addition, pressure has increased to direct students to college. For everyone—and particularly for minorities—this is important because of the social mobility achieved after completing four years of college. Most students in general education schools in central city settings are enrolled in academic courses, even though only a third of the minority population will go on to college (Bloomfeld, 1987). Many minority students are in college-bound programs, yet have no clear sense of the reality of that possibility. Career and guidance counselors and such resources as grants and other financial aid are available mainly for those who will go on to postsecondary schooling. Furthermore, only 50 percent of minorities going on to college will attend their second year of college. As a result of the attention and resources being spent on the upper or lower extremes of the minority central city student population, average minority central city youths, most likely largely defined as the fringe, lack the resources, direction, or support they need to succeed.

Demographics and International Competition

The declining birth rate of the majority white population, the graying of the workforce, and the increasing minority populations indicate that the white population will not be able to fill the demand for labor, so there will be opportunities for previously unemployed urban minorities. International competition now demands more highly trained workers. In combination with the demand for urban minorities, this further increases the need to better prepare and transition urban, minority, non-college bound youth to careers. A countervailing force is the current influx of

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immigrants into the workforce and the increasing participation of women in the work force. These trends will continue to place competitive pressures for low-skill job openings on minorities.

Physical Urban Location

Gender, Cultural Mores and Norms, and Peer Pressure

LeCompte and Dworkin (1992) acknowledge that dropping out, a major impediment to a successful transition to work, is no longer limited to economically disadvantaged, poorly motivated, minority students. Nevertheless, they are quick to point out several pupil-related and macrosystem factors associated with at-risk students. We are interested in the principal effects of physical urban location on those factors that tend to push students out of or pull them away from school.

Gender is one largely overlooked factor in the urban area, although it has tremendous consequences for success in school. There is a plethora of research data (Coleman, 1961; Eder & Parker, 1987; Fine & Zane, 1989) which show that being female is a barrier to academic success. Low-income minority urban females have an especially hard time, because the mores and norms of their communities place a greater value on the academic success of males than of females. Schools appear to be oblivious to these "folkways," so they treat these female students as though gender was of no account. Furthermore, because the educational system tends to be undergirded by an ideological base that is largely influenced by Anglo, middle-class cultural capital, even when the low-income urban minority female succeeds academically, she has further problems. This system of socialization puts an unrealistic role strain on urban minority males because their female peers now perceive them as having to deliver in the same way as the Anglo male. The net effect is that many low-income urban minority females see academic success as limiting their chances for fulfilling, romantic relationships with minority males

This problem is part of a larger dilemma in which a great degree of peer pressure is exerted on students to opt out of school. Furlong (1980), Stinchcombe (1964), and Willis (1977) document clearly the refusal of minority students to do well academically apparently because they believe there is little if any correlation between academic success and career opportunities. LeCompte and Dworkin's (1992) notion of the *culture of cutting* is relevant here: To gain acceptance by the "in crowd" of one's peers, one must demonstrate a deliberate decision to reject school and merely "hang out." Fordham and Ogbu (1986) and Willis (1977) detail the way in which academic success by some students is viewed by others in the black community. Those students who excel are seen as having capitulated to the culture of the dominant ideological group in society (Anglo, middle-class) and, therefore, deserving of being ostracized from black society.

These factors, together with factors that pull urban minority students out of school–like the high incidence of drugs, sexually transmitted diseases, and violence–contribute significantly to the case that lower-income urban minority youths are particularly at-risk for a poor transition to work. If these students do not drop out, these attitudes will surely diminish their interest in acquiring the basic skills they need for transition.

Inner-City Employment

The late 1970s and 1980s have seen significant structural economic changes in the United States. International competitive pressures (for example, automobiles built better and at lower cost in Japan) have dealt severe blows to the city. First, there is the well publicized loss of many industrial jobs because of poor quality and high cost. Most of these jobs were low-skill or entry-level jobs requiring little education. Second, competitive pressures have moved many other manufacturing facilities to foreign sites, particularly Mexico, where cheap low-skill labor can at least address the high cost of American labor. Accompanying these two more widely advertised changes is the move to the suburbs of many manufacturing jobs. Table 1 shows the most current census figures available, which clearly display that shift. One can only surmise that this move shadows the migration from the cities, first, of

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Table 1—Manufacturing Jobs, USA 1970 & 1980
Central City vs Urban Fringe

	Central City	Urban Fringe	Difference
1970	5,949,624	5,852,015	+97,609
1980	5,714,168	7,585,848	-1,871,680
Change	-235,456	+1,733,833	

Source: United States Bureau of the Census. *Census of the Population*. Washington, DC: Government Printing Office, 1970, 1980.

the white middle class, and, in the past decade or so, of the minority middle class.

Counterbalancing the loss of many low-skill jobs in cities is the new dominance of service industries. In cities, this has meant the increase of high skill service jobs. The rise of information service industries in this country in the last decade or so has created jobs in the cities that are now largely mismatched with the skills of most minority city residents. High-skill service jobs, which include those of banker, lawyer, stock broker, and so forth, and low-skill, low-wage, retail food service jobs have replaced some low-skill, high-wage jobs lost in the industrial exodus during the same period. This has not helped economically disadvantaged urban minorities with employment. While there are some jobs available in the cities for those with a high school or vocational education, these are limited particularly to the public sector, hospitals, and retail food service.

Suburban Employment

Table 1 shows the migration of jobs to the urban fringe. More entry-level or low-skill service and industrial jobs have moved to the suburbs. Suburban industrial parks and shopping malls are where the non-college-bound youth should find many of their first employment opportunities.

Physical Access

Another consequence of the migration of industries to the suburbs is that for economically disadvantaged urban youth isolation from the job site is an issue. Access to jobs becomes an issue of transportation and time. Census data for 1980 shows that approximately 88 percent of white urban fringe workers over age 16 own vehicles compared to approximately 66 percent of black central city workers over age 16. Furthermore, only 10 percent of white central city workers use public transportation compared to 33 percent of the central city African-American workers. Thus, central city poor minorities depend significantly more on public transportation than do their more affluent counterparts. It is a safe assumption, given the low minimum wages and high poverty levels of youth, that minority youths will rely even more on public transportation than older minorities in the central city.

The 1980 census also shows that approximately 10 percent of white urban or city fringe workers spent more than 45 minutes getting to work compared with 20 percent of central city African-Americans. Similar differences were found in other measures of time to work. For example, half as many central city African-Americans as central city or urban fringe whites lived less than 10 minutes from work. Similarities in time to work for both central city and urban fringe whites support the notion that there is a better-educated, wealthier central city population that works in the high-skilled service industries of the cities—a population that is mainly white. They also suggest some time costs that arise from using public transportation.

From personal experiences and anecdotal accounts (as recounted by impecunious doctoral candidates or recent graduates), it is clear that around the country public transportation is available in some but not all suburbs. For example, Amherst, New York, a middle class suburb of Buffalo, has restricted public access, due, it is thought, to a fear of rising crime. This limited access exists despite the considerable expansion of SUNY at Buffalo to the Amherst

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campus and the ensuing call for expanded subway and bus service.

Access to the Amherst campus is available for students and city residents who have no other means of transportation via a shuttle bus from the city (Main Street) campus. Approximately six to eight buses per hour leave the Main Street campus, most of them full. In the evening however, both public and University transportation service is less frequent. A trip home after the library closes at 9:00 or 9:30 P.M. can take up to three hours, compared with 45 minutes to an hour earlier in the day.

City-based service to the suburbs, where it exists, is often inadequate or inconvenient, given limited evening, weekend, and holiday service. This translates into many hours of waiting and can add to the cost of needed services like child care, or it can limit one's ability to hold more than one job. McGreary (Lynn & McGreary, 1990) reviewed numerous transportation studies and concluded that federally financed freeway systems, radial transit systems, and federal operating subsidies have provided transportation benefits to the suburbs and to highly skilled suburbanites, have expanded suburban bus service at the cost of city bus service, and have encouraged the poor to remain in the central cities. Federally subsidized, fixed-rail systems, while designed partially to benefit the poor, have mainly aided the suburban highly skilled worker. McGreary also noted both the reduced "work trips" within the cities and between the cities and the suburbs and the reduction in bus schedules in the central cities. Obviously, this limits access to the suburbs and within the cities and particularly affects the poor who mainly use the bus. These transportation patterns make it more difficult for poor central city residents to acquire and maintain what are often minimum-wage jobs.

In Philadelphia, Ihlanfeldt and Sjoquist (in Lynn & McGreary, 1990) were able to identify 16- to 19-year-old school leavers and 20- to 24-year-olds who lived at home, by race and in terms of city vs. fringe dwelling. Controlling for distance to work, the racial gap in employment was reduced by 30 percent (in Lynn & McGreary, 1990). Even Jencks and Mayer (in Lynn & McGreary, 1990), who were contentious, and to use their own word "parsimonious," in acknowledging the implications of studies by Kasarda (1989), Ellwood (1986), Leonard (1986), and Ihlanfeldt and Sjoquist (in Lynn & McGreary, 1990), agreed with Ihlanfeldt and Sjoquist's findings that poor central city minority youth are negatively affected by limited access to jobs.

Job-Related Information

Information about available suburban jobs is also not readily accessible to urban youth. Job information often comes through informal local notices. These include local job postings like those found on the doors of businesses, small-circulation local shopping guides, community papers, or penny savers. Another very common and successful route to a job is through friends or family who pass on job openings they learn of at work or through their network of friends and family. Employers like to hire "known" quantities, and the recommendations of family or friends can go a long way. Urban minority youth are often isolated from people who might recommend them, and because of their cultural differences lack other "known" qualities that employers prefer. Reisner and Balasubramaniam (1989) cite numerous studies confirming that disadvantaged youths lack personal employment contacts, and that these contacts are of value in acquiring work. They note that employers prefer the informal network approach to filling positions because of their belief that it is less expensive and provides more and better job seekers who will be more productive and stay longer. Blacks tend to find public sector jobs, which provide them with fewer contacts and connections, and less information regarding possible future work than do the private sector jobs most often found in the suburbs.

Swinton and Morse (1983) in a review of the most often cited factors negatively and increasingly affecting employment for minority youths included access to job information. A report on minority youth unemployment by the Los Angeles County Commission on Human Relations (1985) included in its major recommendations a polling of students that would allow them to identify the information systems students used to look for work. In this

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study, an occupational and vocational director of a local school district included access to information as an important issue. There was a lack of adequate guidance counseling and it was argued that 80 percent of the students were in college programs but only 20 percent would go to college, and that those who were qualified would be actively recruited and provided scholarships and other financial aid. Yet, school counselors were geared for the college bound, not the non-college bound.

Discrimination

Discrimination also plays a part in both the efficacy of acquiring work in the suburbs and in actually acquiring a job. Urban minority youth can doubt their ability to get a job in the suburbs because of their lack of fit or their fear of racial discrimination. They can also be excluded from a job because of their appearance, attitudes, race, or ethnicity.

Interpersonal Skills, Work Habits, and Attitudes

Poor interpersonal skills, work habits, and attitudes are a barrier to employment. Poor urban dwellers often develop attitudes that are not well accepted in the mainstream of American employment. Swinton and Morse (1983) note the poor expectations and attitudes of blacks compared with those of white youths. Feichtner & FMW Associates (1989) included deficits in all three as reasons for unemployment or underemployment. Deutschman (1992) discusses the poor discipline and dedication toward work developing in suburban youths as well. Part of the cause is thought to be parents who are both working and who do not come home to convene the kids around the dining room table to talk of work, but instead, arrive home exhausted and go to bed early. This seems related to the problems of limited parental involvement sometimes associated with inner-city minority academic failure.

Reisner and Balasubramaniam (1989) discussed a wealth of research which confirms employers' preferences not to hire disadvantaged youth because of seeing them as poor risks whose attitudes toward the company and other employees need to be improved, whose basic work habits, such as follow-through and dependability, need to be developed, and whose basic communication and academic skills are as limited as their ambition and motivation.

Discriminating Employment Decisions

A study by Cross, Kenney, Mell, and Zimmerman (1990) of disparate hiring practices in two cities found a 31 percent differential in hiring of Hispanics as compared with matched Anglos applying to the same jobs. They noted that discrimination may be an important factor in the employment gap between Hispanics and Anglos and suggested paying more attention to this problem for all minorities. Equal Opportunity Program (EOP) measures in this country have been and continue to be based on the presence of documented discrimination in the workforce.

The Los Angeles County report on minority urban youth unemployment (1985), mentioned earlier, included interviews with African-American and Hispanic students who described their personal experiences of discrimination in hiring practices and on the job. These included being asked what race they were over the phone and appearing for a job interview and being told the job was taken, only to find later that a white person subsequently applying for the job was hired. One African-American youth, a high school graduate with several years of related experience, was told she did not qualify for a job when she went in person, but was hired later for the same job when an employment agency got involved, which demonstrates a reluctance to discriminate with a third party present. Other testimonies included the awareness that many minorities who are qualified are not hired for lack of experience. This is seen as an excuse used to get around minority hiring is when a seasoned and qualified minority is not hired for lack of experience.

A Hispanic youth was told over a period of three years, starting when he was 15, that he was too young for a particular job. White youths working for the company where he had applied told him they were 16, a year younger than he was when he last applied for a job. An African-American student was given an application and told to return soon by a

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personnel manager, only to be told the next day by a second person that no job would be available for two to three months.

On-the-job discrimination included racial slurs, differential wage scales for minorities and whites, discriminatory scheduling and few promotions of minorities to supervisory positions. Students felt that members of minorities were often let go before there was a need to promote them. Several youths described sexual harassment or sexual expectations related to being hired or promoted.

Access, Discrimination, and Efficacy

An oral history describing American suburbs by African-American professionals included accounts of overly active police forces keeping potential urban criminal elements (read "African-American males") in line. The recent movie *Grand Canyon* showed an African-American youth who had moved from an inner-city community chased and arrested for running through his new, better neighborhood. *Boyz 'N the Hood*, another popular movie, showed the effect of recent negative racial perceptions of many police on an African-American policeperson. The black policeperson was verbally and physically abusive of African-American youth as he harassed them in their own neighborhood. The events in Los Angeles around the Rodney King beating and trials, in the same year as the release of these two movies, validate the prevalence and impact of racially motivated police activity.

These actions and events can discourage minorities from freely moving around in a community, which can affect their seeking out or interviewing for a job or maintaining an employed presence in the town. A likely side effect of racial/ethnic discrimination is that it could take very little actual police harassment for a suburb to acquire a reputation for being unfriendly to minorities. As a result, minorities, particularly minority youth, could easily judge a community as hostile and feel uncomfortable or have little faith in being able to find work.

Cultural Differences in Suburbs and Cities

In some communities, there may also be cultural differences between Hispanic and African-American populations involved in migration to the suburbs due to differences in social and family structures. Bearing in mind the vast differences in Hispanic origins, in some cities there are tight Hispanic communities that view their neighborhoods as home and resist moving to the suburbs. (This may be due in part to the more recent emigration of a community's residents from similar regions in their country of origin.) This creates a strong loyalty to a neighborhood, which includes applying social pressure to maintain the community.

One large northeastern city with a predominantly Puerto Rican Hispanic population provides a good example. Several Puerto Rican professionals in this community described encounters with community acquaintances who had heard that they planned to move out of the community. One successful professional woman had made a commitment to the neighborhood for 10 years, but indicated that she now wanted to move to the suburbs. A male professional from the same community moved to the outer fringe of the community to buy property for himself, but maintains his presence.

Within this same community, there appears to be good support of Hispanic businesses by Hispanics. This includes restaurants, small specialty food stores, and street mechanics, as well as larger companies that hire Hispanic youth and cater to Hispanics. Various news releases verify the growing Hispanic business organizations geared specifically to Hispanics. This includes Hispanic marketing and advertising companies that have specialized in targeting Hispanic populations since the early to mid-1980s. DeFreitas (1991) describes the Miami Cuban refugee community as the latest "ethnic enclave." A group of immigrant-Cuban-owned businesses has been fostered by and in turn revitalized the Miami Cuban community, hiring new entrants and training those who want one day to start their own businesses. It is thought that in Miami one-fifth of all commercial banks and one-third of all construction companies are owned by Cubans.

African-American families and social units have been split up by migration to the north.

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There appear to be weaker community ties. While there is some movement of middle class Hispanics to the suburbs, there seem to be fewer community ties to the city for skilled middle class African-Americans, who have followed the middle class white exodus to the suburbs, often creating their own suburbs.

The black community is noted for its lack of cohesive business/entrepreneurial presence. Struggles with Asian entrepreneurs in poor urban centers of several cities have brought national attention to the ill will of some inner-city African-Americans to Asian entrepreneurial success in their neighborhoods. Green and Pryde (1990), using 1980 census data, found African-Americans to be half as likely as Asians or Hispanics and a third as likely as whites to be self-employed. They also noted Bates and Fusfeld's (1984) ground-breaking work on the economic structure of the urban ghetto, which described the historical limitations of black entrepreneurship; issues of access related to credit, education, and training; and discriminatory attitudes that restrict roles of minorities in society. In spite of poor participation in self-employment, Green and Pryde (1990) quote Stevens' study (1984) which found little difference between the success rates of African-American businesses and other businesses, thus concluding that capital formation, and not high business failure, was the major problem. In other words, raising the money to start and develop a business was the major impediment to African-American business formation.

Most businesses are started with personal financing. The average white per capita wealth was 3.2 times that of the African-American per capita wealth, and the household wealth differentiation was 2.8. The difference between the per capita wealth and household wealth reflects the larger size of African-American households compared to white households. African-Americans are also the least likely to ask their family for financial support in starting a business. This underscores a profound need to assist black businesses.

Green and Pryde (1990) make a strong case throughout their book for the need of African-Americans to become involved in businesses and the need for the country to support their efforts. The experience and influence of owning a business provides skills and insights that are greatly needed now in this society—particularly within the central cities. Minority businesses are also seen as providing a valuable development tool for minority populations and the poor inner cities.

Language

Language differences are a problem for both urban Hispanics and African-Americans. Many Hispanics who are immigrants or second- or third-generation Americans often have families who speak Spanish at home. As a result, students from these families can have English-as-a-second-language problems in school that later restrict them. African-Americans have in some cases developed their own language variation called Black English vernacular (BEV), which means they also learn school English as a second language.

Valdivieso (in Keshner & Connolly, 1991) describes the controversy over the impact of language problems for Hispanic students. The importance of the language difficulties of Spanish-speaking youths is diffused by some of the problems that develop early in the school life of these students. Language problems often hold Hispanic youths up a grade or two in school. As a result, they are more advanced physically and emotionally than their classmates and behind their age peers a class or two. Twenty-five percent of Hispanics enter high school over age. Being over age at entrance and/or being held back a grade or two, in combination with having poor grades and the attractiveness of work, often results in students dropping out. The root cause of this problem is English language comprehension, but confusion over the other complications described above cloud the issue. As a result of the ensuing lack of inclusive language policies that might address the problems, schools avoid the language development problems of their students.

Houston in Keshner and Connolly (1991) addresses BEV as a possible barrier to learning. Some African-American students use nonstandard prepositions and conjunctions. For these children, this is not a mistake but is how they have learned and understand English. The

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usage of BEV or Black English or any number of other dialects used by African-Americans can make a negative impression during job interviews or on the job with employers and fellow employees. This may may affect the view of an employee's ability to communicate effectively within the company and with customers. Language differences then, can present negative images that could cost a job offer or advancement.

Traditional Career and Training Options

School and Vocational Placement

Schools have no programs linking students to work. As noted in the introduction, resources go to college bound programs or to a limited number of students at risk of dropping out. Very few resources are available to the average central city youth. Career guidance is also designed for the college bound, and in central city schools counselors' load is so heavy that they have little time per student. Nationwide, only about 30 percent of all minority students go on to college (Bloomfeld, 1989), which means that minorities are underrepresented in college bound or college populations. With an average of 70 percent of minorities not going to college or dropping out before graduating, it can be too easy to track minorities into useless programs that do not help improve their transitioning to either work or postsecondary education.

A vocational option would seem appropriate for some, though tracking becomes an issue (Neubert & Leak, 1990), and particularly as a result of behaviors associated with truly disadvantaged and at-risk minority students in middle school (Reisner & Balasubramaniam, 1989). Nationally, the job placement rate for vocational programs is only 35 percent. Perhaps more important, recent work force trends demanding new skills are changing prerequisites that include postsecondary vocational education programs for entry-level jobs. Minorities and the economically disadvantaged had the lowest completion rates in these postsecondary programs (National Assessment of Vocational Assessment [NAVE], 1989). Reisner and Balasubramaniam (1989) suggest that disadvantaged students need assistance in job locating beyond that which is available in most vocational programs.

Also, schools with the largest percentages of disadvantaged students provide 40 percent fewer vocational options and half as many upper-level vocational courses as schools with the fewest disadvantaged students (NAVE, 1989). These inner-city students also take the most limited range of vocational courses and are at risk of being tracked into isolated prevocational curriculums. None of these approaches provides minority youth with skills that will make them employable at the end of their school tenure.

Vocational technology programs can be strong in some cities. Interviews with a former administrator in a large Northeastern city found this blue collar city to be more supportive of vocational programs than suburban counterparts, but that the programs were strongly union oriented and expensive to keep current. As a result, the programs were still largely oriented toward industrial skills and because of current economic restructuring, little work is available from the industrial track. Only a student who was one of the very best and brightest might get a union job, and for those who were not the options were limited. Their options included work in low-paid scab shops with no benefits and no access to the union system that would allow them to acquire the master-level skills needed to advance in the trade.

The vocational programs were reasonably integrated in this city by dropping exams that at the time disqualified virtually all minorities. However, here as elsewhere, there were not enough spots open for those interested. There was also little direct employment connection to industry. There were some school apprenticeship experiences, but there are not many such opportunities. Minorities can be discouraged from vocational programs because of parents' fear of tracking. These programs were designed largely to prepare students for union work. Some notable exceptions included limited places in computer and technology training programs whose graduates go into high-skill, low-wage jobs in banks, and so forth.

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Unions

Initially, unions were white family systems. Because of government pressures tied to contract requirements they were forced to become integrated to some extent. Anti-union sentiment has grown in the last two decades with the result that unions now have significantly less clout than they did just after World War II. Entry through apprentice programs allows workers to enter at the laborer level. Most apprenticeship programs are in just a few occupations, mainly the construction trades. Despite efforts to "overcome and prevent discrimination," apprenticeship program enrollment primarily involves white males who are "in their mid-20s" and "clear about their career paths," with less than 5 percent of graduating high school seniors and only 1 to 2 percent of those three years out of school enrolled in apprenticeship programs (Carnavale & Johnston, 1989).

As previously noted in discussing access to the suburbs, transportation can be a problem for urban minorities, particularly for youth. When the union shop calls with a job, a union member has to go regardless of where this job is. Those who don't or can't go find their names at the bottom of the list. Union shops and apprenticeship programs allow trainees to get a start in a trade, at the bottom, as a laborer. Mandated quotas assure minorities they will be accepted on the job site, but they do not assure them that their employers will provide the necessary training or the exposure and opportunity to move up the union ladder to master craftsman status.

Buffalo recently heard a court case in which an African-American is claiming that because he is from a minority group, he was not given adequate electricity-related training during his apprenticeship, which ultimately denied him the ability needed to become a master electrician. New York City has several unions in court at present for allegedly inappropriate racial and ethnic hiring practices. General Motors was recently put under a 10-year monitored affirmative action hiring program because of a no contest plea in an affirmative action case. GM was required to hire and maintain a closely monitored percentage of minorities regardless of the size of local minority populations. This year, a grant will be used in Buffalo to help examine an existing local database of women and minorities who entered apprentices programs over the last several years. These former apprentices will be contacted to evaluate how many have remained in the union system, how many have moved up grade levels in the system, if they have gone on to other careers, and, if so, why.

In New York state in 1991-1992, African-Americans held approximately 12.4 percent of the available apprenticeship programs and Hispanics held 8.6 percent. Dropout rates were approximately 17.6 percent for blacks and 13.7 percent for Hispanics. The vast majority of minorities were in the construction trades (New York State Department of Labor, 1992).

Job Training Partnership Act

The current national Job Training Partnership Act (JTPA) criteria for eligibility for youth training programs are related to economic disadvantage. A new national emphasis on dropouts will change the populations being served. The needs of dropouts must be addressed, though this is a good example of the average urban minority non-college-bound youth's potential for finding access to available programs restricted.

Local JTPA programs are monitored by Private Industry Councils (PICs) who have some discretion as to whom to serve, and to some extent how to serve them. For the city of Buffalo, the local PIC chooses approximately 70 percent minority youth representation for their training program. At the program's beginning, 40 percent of the youth served will be dropouts, rising to 50 percent the following year.

Those who walk in the door of an agency providing career and training services are the ones who are motivated to do something. Colleen Cummings, a senior planner for the Buffalo and Erie County Private Industry Council talked of the many disenfranchised youth who find no validity in their life for training or careers. Lack of work or access to only minimum-wage jobs adds to a sense of alienation from the system which leaves many youths unwilling to consider a positive future

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outcome from training or career development. With available funding, JTPAs can help an estimated 59 percent of the disadvantaged population they are designed to assist. The PIC in Buffalo chooses to serve those who have at least one more at-risk factor than the basic economic prerequisite. Third-party vendors provide the actual service. In Buffalo, the primary third-party vendor is the Carlton Community Center, which provides services for 500 youths per year in JTPA programs. The center, to reach the youths it targets, conducts outreach programs in the Buffalo high schools; it has 2,300 to 2,500 youths who walk in its door, many of whom will not be served. There are also JTPA programs designed for dropout prevention in the high schools whose clients are non-college-bound.

The Armed Forces

The role of the armed forces as a traditional alternative for training and work for minorities has been seriously diminished. The changing political and economic structure is limiting the military as an option for all as national defense spending is going through radical readjustments as a result of the disintegration of the former Soviet Union and Eastern Bloc, which ended the cold war. Bases and personnel are being cut back dramatically (Lawton, 1992).

For many central city minorities with educational deficits, this is having a profound effect. The armed forces are no longer the "dynamic force for racial integration and upward mobility" that they were just a few years ago (Newhouse News Service, 1992). Reduction in recruiting has raised standards for entry to a point where only those with a high school degree will be admitted into the armed forces. Some branches, like the Marines, will not accept a GED as a substitute.

All new recruits must take a military screening test, which is not unlike any other academic skills tests. One needs a 30 out of 100 to be accepted into the armed forces, although this may vary between different branches of the forces and with regard to changes in short-term recruitment quotas. According to interviews with two armed forces recruiters, unless you score 50 or more on this test you will get limited or no training or opportunity to acquire additional skills while enlisted. Those scoring between 30 and 50 are usually given menial jobs during their enlistment (dishwasher, janitor, grounds keeper, etc.). This quickly tracks many urban minorities to low level labor slots with no training options. The situation is further compounded by stiff internal competition for continued service appointments which are based on continued testing and improved test performance. Many African-Americans will be allowed just one enlistment period with little or no advancement. This is a severe blow for the thousands of poorly prepared African-Americans who previously found refuge and training and social place in what had been our most prominent color-blind employer.

Cultural Differences and Military Service

The armed forces recognize African-Americans as a distinct racial group, but identify white Hispanics as white. Recruitment is quota driven and is often very specific in terms of the high school, program background, sex, race, and grade point average of new recruits. There are quotas for African-Americans who are officer material. Political pressure has resulted in increased African-American officer quotas because of current underrepresentation. To meet quotas, African-American youths can score approximately 100 points lower on combined SAT scores and be accepted into the officer training programs. Interviews with armed forces recruiters suggest that this unfortunately leads to reverse discrimination tensions within the service.

The Costs

Welfare amounting to $8.6 billion provides basic benefits to more than 3 million eligible families. It costs $20,000 per year to keep a person in jail; $2,400 for one person to repeat a grade; $3,000 for prenatal care of an unemployed single mother; an average of $12,000 for postnatal care of an underweight newborn; and $7,300 for welfare, food stamps, and heating assistance for a mother of two unable to afford to work because of child care costs (Business Higher Education Forum, 1990). There are also astronomical amounts of

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lost taxes on unearned or underearned wages, as well as costs to the community through expansion of police forces and the judicial system. Public expenditures on appropriate solutions can be justified by measurable reductions in these costs.

Stephens and Repa (1992) find that a disproportionate number of prison inmates have no high school diploma. Conditions of unemployment and underemployment fuel violence in the streets, contribute to poor health care, and add innumerable pressures that can lead to an early death, a significant concern for African-American males in the central city. The difference in life expectancy between the average white and the average black in 1987 was 6.2 years, a gap that has been growing. The ineffective and poor transition from school to work for central city minorities, whether as dropouts or non-college-bound high school graduates, is a root cause of the social dilemmas of this population, the cities, and the country. These problems contribute to major losses of financial resources directed at a condition that is becoming more urgent. Effective solutions need public support. Will we respond while we can?

Recommendations

Perhaps the most basic recommendation, with the fewest apparent costs would be to adopt Pautlers' suggestion of a school handoff for each student. A handoff would be a signature from a postsecondary educational institution, a training program, or employer of some kind, representing at least several months to a year commitment on the part of all parties to a continued educational or career/employment process. The school would remain responsible and provide further education, training and or career guidance/counseling and placement as needed or appropriate. This deceptively simple expectation places the school in a much more accountable role with every student.

To better inform schools and other parties involved in a structural resolution of this problem, a local assessment should be done of schools, students, parents, the business community, jobs, colleges/universities, community groups, and agencies. It is becoming common knowledge–and was evident to us in collecting information through local experts and literature reviews–that we can no longer generalize to all cities that which is a fact in one. Addressing the needs of non-college-bound urban minority youth is a complex problem with many variables, including regional and city differences in economic factors, business resources, differing characteristics of racial and ethnic populations, differing qualities of race relations, and variations in specific localized issues. An assessment can inform and help develop a collaborative spirit and commitment from the groups mentioned above that can serve as the start of a coalition resolved to solving these problems. A commitment to the schools providing training and businesses guaranteeing jobs for graduates have been outcomes of joint business/school/community collaborations.

To play a proactive and preventative role, schools–particularly those responsible for educating central city minorities–need to provide all students with good exposure to many lifestyle, career, and work environments. This should not wait until the middle grades but should be part of a hands-on elementary school program. Deutschman (1992) researched the British program KAPOW (Kids and the Power of Work), sponsored by food conglomerate Grand Metropolitan, a growing multimillion dollar elementary school program involving 88 schools. It is aimed at developing pro-work attitudes and habits, exposing youths to occupations early on, and encouraging team work.

A preventative approach to eliminating tracking would include assuring that the maintenance of basic academic skills, even in vocational technical programs, would be mandatory. Youths should be able to switch to academic programs as late as grades 10 or 11, which would keep their postsecondary educational options open. Career development, life planning, creative problem solving, and self-efficacy enhancing programs should be mandated and incorporated into the curriculum for all youths in central city schools. Community people providing mentoring roles and minority youths donating needed community service will help develop attitudes of interest and responsibility within the community.

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AT BUFFALO

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President F. C. Richardson

cordially invites you to attend

The Opening Ceremony
of the
Second Seminar

on

Responsive Inner-City Education
(FIPSE, Project RICE)

Monday, July 12, 1993
8:00 - 11:00 a.m.

Moot Hall
Buffalo State College
1300 Elmwood Avenue

A Guided Tour of
Grover Cleveland High School
between 9:30 - 11:00 a.m.
will conclude the Ceremony

R.S.V.P. 878-5028/5032
(by July 7, 1993)

(campus map is enclosed; visitors will not need parking passes for this event)

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FIRST SEMINAR IN RESPONSIVE INNER-CITY EDUCATION

(Project Rice)

July 29 - August 18, 1992

Official Opening
Wednesday, July 29th, 1992
9:00 AM
Anna Burrell Room, Bacon Hall 116

Dr. F. C. Richardson, President SUCB
Dr. P. Rudy Mattai, Director Project Rice

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FROM THE US DEPARTMENT OF EDUCATION,
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(FUND FOR THE IMPROVEMENT OF
POST SECONDARY EDUCATION)

PROGRAM

9:00 - 9:25 am	*Continental breakfast*
9:30	*Welcome and introduction to Project RICE (Dr. P. Rudy Mattai, Professor Educational Foundations & Director Project RICE)*
9:45	*Introduction of Dr. Richarson, President of SUCB (Dr. Gerald F. Accurso, Associate Vice President & Dean Graduate Studies)*
9:50	*Opening remarks and delivery of charge (Dr. F.C. Richardson, President SUCB)*
10:15	*Introduction of Participants and Staff (Mr. Cochrane, Research Assoc. Center for Urban Issues and Special Programs)*
10:25	*Closing Remarks (Dr. P. Rudy Mattai)*
10:30 - 11:15	*Reception*

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Participants

School #53
Linda Coppack, MS. Ed. ,SUCB, 4th grade
Mary DeMaria, MS., SUCB, 6th grade
Francis Harris, BA., Shaw University, 5th grade
Marilyn McCarthy, MS., SUCB, 3rd grade

Futures Academy
Carri Milch, MS., SUCB, PreK
Jocelyn Mull, MS. Ed, SUNY Buffalo, 7th/8th grade, language arts
Deborah Robinson, BS., SUCB, 1st grade
Eleanor Roberts, BS., SUCB, Special Education, resource teacher

Grover Cleveland High School
Janet Barnes, MS. SEA, SUNY Buffalo, Music
Gary Becker, Social Studies
Aloma Johnson, MS., Indiana University, Guidance Counselor
Thomas McGinty, MS. Ed., Canisius College, Guidance Counselor

Special Invitees

Dr. Gerald Accurso
Mr. Paul Andruczyk
Mr. Modesto Argenio
Dr. Christopher Blodgett
Mr. James Caputi
Dr. Kenneth Cross
Dr. Patricia Cummins
Ms. Marva Daniel
Dr. David Day
Mr. Arthur O. Eve
Ms. Joyce Fink
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STATE UNIVERSITY COLLEGE AT BUFFALO: MISSION OF THE COLLEGE

State University College at Buffalo is a comprehensive institution of higher education offering arts and science and professional programs at the bachelor's and master's levels. The mission of the college is to:

Offer high-quality educational programs to a widely diverse student population;

Foster an environment conducive to teaching and learning, and that supports and nurtures in its students and faculty intellectual growth and an openness to a range of ideas and human possibilities;

Instill in its students an overarching sense of integrity and social justice so they may contibute as responsible citizens in a diverse community and pluralistic society;

Provide all graduates with the skills and tools necessary to attain personal and professional fulfillment while stimulating intellectual abilities that will enable them to make informed and ethical decisions;

Prepare students to be successful in the world of work;

Prepare students for lifelong learning;

Present cultural, social, and intellectual activities for community enrichment;

Serve the community through the application of knowledge to societal problems, thereby enhancing the quality of life.

State University College at Buffalo endeavors to accomplish this multifaceted mission in such a way as to position the institution among the nation's ten most outstanding public urban colleges and universities.

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